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ABSTRACT

This second progress report on the Webber School evaluation project in Urbana, Illinois, outlines radical changes which were implemented to humanize the school environment and to reverse the downward trend in academic achievement. Also described are the general evaluation plan used in the Urbana school district, and the design and instruments used in the Webber School evaluation project. The simple instruments used in the Webber evaluation plan were developed by teachers who were seeking answers to certain questions. The primary purpose of this continuing evaluation program was to provide direct feedback to Webber staff. The following areas are reviewed in this report: (1) Webber School's participation in the districtwide kindergarten and 4th grade reading survey, (2) arithmetic skill mastery, (3) reading skill mastery, (4) sociometric testing, (5) attitude survey for primary and intermediate age groups, (6) parent survey, and (7) teacher questionnaire. (GO)

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WEBBER SCHOOL EVALUATION REPORT

School Year 1974-75

(Second Year Progress Report)

COMPILED AND CONDUCTED

by

THE OFFICE OF RESEARCH AND PROGRAM COORDINATION

of the

URBANA SCHOOLS

PS 008376

Urbana School District #116
Urbana, Illinois
61801

EVALUATION - WEBBER SCHOOL
Urbana, Illinois
July, 1975

The Webber School faculty developed a complete reorganization plan during the 1972-73 school year. This plan became operational in September, 1973.

The reorganization was proposed in order to humanize the school environment of Webber School and to reverse the downward trend in academic achievement. The Webber Faculty proposed that a radical change in the school's organization and programs be made. The facets of the program proposal are as follows:

I. That Webber School be reorganized to achieve a classroom-teacher-pupil ratio of one to fifteen. In order to achieve such a ratio, classroom teachers will assume tasks now performed by supportive personel.

II. That each full-time certificated person, with the exception of the Principal and the Librarian, assume responsibility for establishing and maintaining an on-going personal relationship with the fifteen children assigned to them. Resultant grouping shall be heterogeneous.

III. That self-contained classes may exist during the first month of school as an adjustment period for the purpose of building rapport and establishing stable learning environments.

IV. That there shall be common planning and consultation time for all teachers following the student's day.

V. That there be employed a sufficient number of special education persons to meet the needs of all children, who because of social or learning problems, are unable to make constructive use of the school experiences as defined in the School Code.

VI. That the special education program be integrated within the standard program in such a manner that the children will no longer suffer from the stigma associated with labeling and isolation. Further, that this shall constitute a first step toward compliance with the innovative concept in special education of a "zero reject model."

VII. That there be implemented programs which take into consideration the various learning styles of children.

VIII. That through in-service training all certificated personnel be trained in techniques and skills designed to improve inter-personal relationships.

IX. That the present lunchroom setup be abandoned in favor of one which requires that each teacher be with the fifteen children assigned to her. This is to be an educational experience rather than a babysitting service.

X. That the length of the school day shall be the same for all children in attendance at Webber School, with the exception of kindergarten children.

XI. That in order to make more efficient use of available classroom materials, there be employed an instructional program secretary whose main function shall be to inventory, organize, catalog and disseminate such materials.

At the time that the reorganization was put into operation (September, 1973) the faculty also was concerned with the development of an evaluation plan. With the assistance of the Assistant Superintendent for Research and New Program Development of the Urbana Schools and graduate students and faculty from the University of Illinois participating in a special seminar established to involve students in school initiated projects, a plan was initiated.

To carry out the evaluation plan, simple instruments and data gathering procedures were developed to meet the unique needs of the faculty with emphasis on relevance and immediate feedback. The staff members involved in setting up the plan are continuing to give support to the development of procedures and organization of data. Though the instruments and procedures may not appear to be as sophisticated as many prepared by the test publishers, they have the advantage of being developed and prepared by teachers who are seeking answers to questions they are asking. This plan is viewed as an evolving process with questions continuing to be presented and improved techniques being developed to provide data which might be used to answer the questions.

A description of evaluation in the Urbana Schools (pp. 3-6) precedes the Webber evaluation plan. The Webber evaluation report serves as an example of the building level component of the Urbana School's evaluation process.

Without the cooperation and assistance of the total Webber faculty, graduate students and faculty from the University of Illinois, particularly staff and students from the Interdisciplinary Program in Human Development, it would not have been possible to conduct this comprehensive project.

This is a second report on the Webber School Evaluation Project. Please see Webber School Evaluation Report - School Year 1973-74 for details of the first year's progress.

Don Holste
7/1/75

Rationale Statement:
(as presented to board of education 6-5-73, with modification made for the Program Plan submitted in compliance to A-160, 12-18-73)

The Urbana Schools recognize that a major task of an evaluation program is the job of reporting what persons, programs and schools are trying to do. Therefore, much of the emphasis in evaluation is concerned with helping participants at all levels (students, teachers, parents, administrators, board members) to report what it is they are attempting to do. This initial purpose of evaluation is seen as basic to the succeeding phases which are concerned with determining the nature and worth of what is being done. Part of this task has already been completed in Urbana with the community's involvement in establishing broad Student and System Goals. This task is never fully completed, however, since the community is constantly changing both in terms of its needs and values. Frequent endeavors must be carried out in the form of needs surveys or other techniques which determine these changes and help to reflect them in the goals established for the schools. In order to provide evaluation that is helpful in making decisions, participants at all levels will need to be assisted by the Assistant Superintendent for Research in describing what it is they are attempting to do. This involves much more than stating objectives in an appropriate space. Describing what one hopes to do can be accomplished in several ways, many of which avoid the prevalent criticism that stating what one does in terms of behavioral objectives tends to promote sterile nonproductive teaching.

The second phase of evaluation involves the preparation of answerable and relevant questions which reflect the concerns of those making decisions at all levels. Often questions asked of evaluators are ambiguous or for other reasons unanswerable. Participants need assistance in developing appropriate questions. The Assistant Superintendent for Research will assist in the formulation of these questions and by August, 1974 a partial list will be completed.

Once this has been accomplished, instruments and techniques are usually available to answer a wide variety of questions in the areas of diagnosis, assessment of needs, measures of change, review of related data, etc. The value of an evaluation program for the schools is related to its ability to utilize it to best answer its answerable questions.

To reach decision makers at all levels, the Urbana School's plan for evaluation is organized on four levels. These are as follows:

1. Districtwide assessments - those assessments which relate to districtwide concerns.
2. Building level assessments - those assessments which relate to the unique evaluations for each building.
3. Program and/or individual teacher assessments - those assessments which relate to programs within buildings and to pilot programs and the teacher evaluation of each.
4. Individual pupil assessment - those assessments which deal with individual pupil growth, diagnosis, interest and personality measures applied to individual students.

Though Urbana's evaluation plan utilizes many tests, instruments and other data gathering techniques, it does not mandate certain testing programs or other broad programs except as these are needed to answer the concerns or questions developed at each level. This plan provides an open-ended system which permits the continuing development of questions to be answered. It does not provide for testing except where it is needed to answer appropriate questions.

Under the direction of the Assistant Superintendent for Research, some district level questions along with possible evaluative procedures which might be used to answer them have been developed. A first attempt at designing a building level plan of evaluation is in process and will be completed by June, 1974. A plan for two additional buildings will be completed by June, 1975. Individual pupil assessment is a continuous process with the pupil service personnel evaluating pupils who are referred by the classroom teacher.

General Description of Evaluation Plan
(as presented to board of education 6-5-73)

Urbana's plan for evaluation is organized on four levels. These levels are:

1) districtwide
2) building - including special education programs
3) program and/or individual teacher concerns
4) individual pupil

Each of the four levels is concerned with different kinds of evaluation for different purposes. This plan provides an open-ended system which permits the continuing development of questions to be answered. It does not provide for testing and/or the use of other evaluation techniques except where they are needed to answer appropriate questions.

Districtwide Concerns

Questions Which May be Asked	Possible Evaluation Procedures
1. How does the community perceive its schools? What does the community expect of its schools? (needs assessment)	1. Districtwide needs assessment and other similiar techniques for gathering opinions. Development of Districtwide Goals.
2. How is the community changing demographically?	2. Data systematically gathered from all students as they enter the schools and updated as changes occur
3. What is the entry level of children coming to school? How do school populations differ in entry levels?	3. The ABC Readiness Inventory or a similiar instrument administered to all kindergarten children during the first two months of school. This test provides a readiness age for children entering school making it possible to determine different levels of entry for each school and different groups.
4. How do students (particularly at the secondary level) feel about their schools?	4. The use of attitudinal measures, self-concept measures and other measures relating to the effective domain to be reviewed for use on a districtwide basis. To date, measures of this nature seem more appropriate at the building and/or teacher level.

5. How effective is the district in teaching children how to read? Who are the children who are not able to read by age 10?

5. A complete reading test individually administered to all children beginning their fifth year in school (early grade 4). Two measures to be used, one by the school psychologist, the other by the classroom teacher. This testing to determine the number of children who are reading below levels found to be satisfactory for this age group as well as the number of children who are reading at levels well above what is regarded as average for this age group. A complete follow-up of all those significantly below level used to determine the type of deficiencies, programs in use, other help that can be given, etc.

6. How do the students in Urbana compare to others and one another on the basis of normative tests? (This is the type information frequently requested by funding agencies, State Departments, etc.)

6. Some standard achievement testing to be continued across all age levels. The following considerations have gone into the recommendations for achievement testing:

(a) The program must provide the type of information likely to be requested from the community, state, and federal levels, while also meeting the needs and objectives of the Urbana Schools.

(b) The program must provide information for as many age levels as possible.

(c) Costs of the program must be held to a minimum.

(d) Pupil and teacher time must be held to a minimum.

(e) The program must provide information concerning:
The growth (or changes) evidenced across age levels.
The changing characteristics of the population served by the Urbana Schools.

A recently proposed program for achievement testing will meet the purposes specified above. In addition, a sampling of students (rather than testing everyone) will reduce the costs of the program without sacrificing necessary information. This will leave much of the testing budget available for use at other levels.

Building Level Concerns

This level includes special education programs, i.e.,E.M.H., B.M.C., Type A, B and Title Programs.

The principal and staff of each building is to develop an evaluation plan to meet the needs for information unique to the building. The district office of research and development is offering assistance to each building as it develops a plan. This assistance will not only include the limited staff of the research office but will also provide consultant service, members of the Psychology and Ed. Psychology staffs of the University of Illinois, graduate students affiliated with the School Community Seminar directed by Don Holste, and other resources available within the budgetary limitations of the research and development budget. Periodic reports will be prepared indicating the progress made by each building in establishing its evaluation plan.

ERMS pilot schools are establishing evaluation plans as part of their commitment to the project.

Special education programs are continuing to follow their established evaluation procedures. In most cases, continued funding is dependent on these procedures.

Questions To Be Answered At The Building Level Might Include:

1. How do parents perceive the school - its strengths - its weaknesses?

2. In what way is the population of this school changing?

3. What is the entry level of children coming to this school?

4. What progress can be substantiated for students in this school in the basic skill areas?

5. How successful are the students who leave this school in their next level of education or the world of work?

6. How do children in this school feel about schools, their teachers, about themselves, and their ability to be successful in school?

A sample building level plan developed by Webber School in Urbana is attached.

WEBBER SCHOOL EVALUATION PLAN

Developed by the Webber faculty assisted by the local district office for research and development and the School-Community Research Seminar. In its meeting of 9/10/73, the Webber Faculty agreed that they would like to obtain information about their school and its program as they relate to the following areas:

I. INFORMATION WANTED	II. INFORMATION ALREADY AVAILABLE	III. ADDITIONAL ACTIVITIES REQUIRED TO OBTAIN INFORMATION WANTED:	IV. CALENDAR OF EVENTS
1 A measure of the school's climate as indicated by the attitudes of children toward their school, toward themselves, toward their peers and/or toward their success and failure in school. This measure is to be taken both in the fall of 73 and spring of 74 to determine what changes if any occurred during the school year.	2.1 During the spring of 1973 a project was carried out by the members of Decker Walker's class at the U. of I. This project sought to determine how children felt about their school, about themselves and their peers. The results of this project should be carefully reviewed to determine its appropriateness to be used as a baseline measure to determine changes in the school's climate and changes in children's attitude toward school.	3.1 The selection and/or development of a student questionnaire which indicates how children feel about school. (Sample attached) The administration of this questionnaire to children as a pre measure. The administration of the same questionnaire as a post measure. It should be noted that there are data to support the fact that measures of attitude toward school generally indicate an increasing negative feeling as the school year progresses. On this basis, if the measure in September were approximately equal to the measure of the following May, this would indicate an improvement.	4.1 Develop or select questionnaire NOW Administer pupil questionnaire SEPT. '73 to MAY '74 SEPT. '74
2 Information indicating how parents of Webber children feel about their school. This also includes a concern with how well parents understand the school's program and what the school is trying to accomplish with their children.		3.2 The development of a parent questionnaire or similiar instrument which can be distributed to parents to determine: a) how well they understand the re-organization. b) how they feel about the school and the program it offers to their children.	4.2 Develop parent questionnaires OCT. 73- MAR. 74 Distribute parent questionnaires APR. 74

3 Information regarding the amount of growth made by children in the basic skill areas of language and mathematics.

2.3 As part of the District's Testing Program, a large sample of Webber children in grades 2,3,4 and 6 (nearly half) were given the complete California Test of Basic Skills in the Spring of 1973. This same test is scheduled to be administered to a similiar sample in the spring of 1974. The results from this testing can be used to look at growth patterns in the basic skill areas.

The Webber Faculty administered the Stanford Diagnostic Reading Test to all children in grades 2-6 at the close of the 1972-73 school year. New children are having the same test administered to them in the opening week of 1973-74. This information can be used as baseline data for determining reading growth.

The Special Education staff will be administering the Bond-Balow-Hoyt Reading Test to children receiving special ed. services both in fall and spring. Since Webber has almost 30% of its population qualified to receive special services, this measure will also provide information regarding growth in the basic skill areas.

All fourth graders will be individually tested with the Reading section of the Wide Range Achievement Test administered by school psychologists in the spring weeks of school.

3.3 The administration of a math measure used both as a pre and post test to determine the growth in this basic skill area throughout the 1973-74 school year.

4.3 Administer math pre test - NOW

pos test May 74

.4 Information from all staff members (academic & non academic) indicating their perceptions of the extent to which the reorganization was implemented during the opening weeks of school, and their perceptions as to the success and failures of the project. The staff is also concerned with how these perceptions may change after the first year of operation. There is some interest also in obtaining this information from parents.		3.4 The distribution of a survey sheet to all staff members (proposed copy attached) to determine the extent to which staff members feel the reorganization has been implemented. Also to determine what staff members see as the main strengths and weaknesses of the reorganized school.	4.4 Survey Staff OCT. 73
.5 Information regarding the effectiveness of special education staff as they are utilized in the reorganized school as perceived by special ed. staff and by regular teachers. Also the extent to which the reorganization eliminates the stigma associated with children receiving special services.	2.5 The Special Ed. staff will be administering the Bond-Balow-Hoyt Reading Tests to children receiving special ed. services both in fall and spring. Since Webber has almost 30% of its population qualified to receive special services, this measure will also provide information regarding growth in the basic skill areas.	3.5 The development of a complete written statement describing the organization, function and goals of the special ed. programs at Webber as it is to operating under the reorganization.	4.5 Descriptive Statement OCT. 73
		A survey of special ed. teachers regarding their perceptions of the program.	Special Ed. Teacher Survey MAY 74
		A survey of regular teachers regarding their perceptions of the special ed. program	Regular Teacher Survey MAY 74
		The selection of or development of of an instrument to be used to measure how students receiving special ed. feel about themselves and their ability to learn. (Sample attached)	Development of special ed. student measure OCT-MAR. 74
			Administering Student Survey APR 74

PROGRESS REPORT ON IMPLEMENTATION OF WEBBER SCHOOL'S EVALUATION PLAN

Pages 10-11 below summarize the information presented in the 1973-74 report. All references and explanations refer to that report. For details of the 1973-74 report please contact my office at the Urbana Schools.

Don Holste
7-1-75

To assist the Webber faculty in gathering data to provide information in the five areas specified in the evaluation plan, the following instruments were developed with accompanying procedures carried out. Pages 10-11 summarize the procedures with copies of instruments and summaries of data on the pages that follow.

1.1 Measure of the school's climate as indicated by student attitudes

The following instruments were developed by the school's office of research with the involvement of the Webber faculty.

A. Webber School - Pupil Questionnaire - administered in October, 1973 to 15 classrooms and May 1974 to 12 classrooms made up of children ages 7-12.

B. Student Questionnaire - Upper Elementary Form - administered in October, 1973 to 12 classrooms made up of ages 8-12.

C. Student Questionnaire - Lower Elementary Form - administered in October, 1973 and May, 1974 to 6 classrooms made up of children ages 6-8.

1.2 Information indicating how parents of Webber School children feel about their school

With the involvement of the Webber faculty, a group of Webber parents, the research and development staff of the district and several staff and student members from the University of Illinois, an extensive parent questionnaire was developed to be used by interviewers in the Webber School community. A random selection of one-third of the families having children at Webber were chosen for the interview. Their homes were visited during May 1974. All teachers at Webber were interviewed at the same time, using an instrument similar to that of the parents seeking teacher's perceptions and expectations as to how parents would respond.

1.3 Information regarding growth in basic skill areas of math and reading

The BASE Math Test was administered to all children in grades one through six. An individual profile sheet was developed for each child and a

skill profile was provided for each classroom. The first test was administered in October, 1973 with a post test given in May, 1974. A comparative skills profile has been developed for each child indicating the skills mastered throughout the year. The BASE Math Test was written by Lola May and Vernon Hood, and published by Media Research Associates. It is a diagnostic test designed to measure basic skill mastery for 16-23 skills generally expected to be mastered at each age level.

The Stanford Diagnostic Reading Test was administered to all children in grades three through six in May 1973 and May 1974.

In addition, a series of reading tests were administered to all children eligible to receive special education services.

1.4 Staff perceptions of the extent to which reorganization was implemented according to plan. Also strength, weaknesses and problems as perceived by the Webber staff.

Webber Teacher Questionnaire - Part I and II - administered to the entire staff in December, 1973 and May 1974.

1.5 Effectiveness of special education organization in eliminating stigma associated with children receiving special services.

Sociometric Data Questionnaire - administered to all children in November, 1973.

An analysis of the sociometric data was carried out to determine to what extent special education children are seen as being different from other children in the school.

Don Holste
7/1/74

1974-1975

SECOND YEAR PROGRESS REPORT ON IMPLEMENTATION OF WEBBER SCHOOL'S EVALUATION PLAN

During the second year of operation under Webber's reorganization several of the evaluation and feedback procedures developed at the initiation of the program in September 1973 were continued. The primary purpose of this continuing evaluation program is to provide direct feedback to the Webber staff. The planning, development of instruments, and review of data throughout the year was done with the full involvement of the entire staff. Though the procedures and measures used may lack the polish and sophistication of commercially developed materials, they have the advantage of the personal understanding and support of the staff.

Throughout this second year the staff of Webber has again strongly supported the gathering of data and has participated enthusiastically in review sessions providing cooperative interpretation of the data gathered in the several areas selected for review.

The following areas are reviewed in this report.

I. Webber School's participation in districtwide kindergarten and fourth grade reading survey

II. Arithmetic skill mastery

III. Reading skill mastery - including special education testing

IV. Sociometric testing

V. Attitude survey for primary and intermediate age groups

VI. Parent survey

VII. Teacher questionnaire

Don Holste
7-9-75

DISTRICTWIDE SURVEY - KINDERGARTEN READINESS AND FOURTH GRADE READING

Table 1 summarizes the readiness age in months of kindergarten children when they entered school in Urbana. Each child was tested individually using the ABC Inventory, a recognized normed testing instrument. Over the years the schools have remained in approximately the same rank order with three schools in an upper group (King, Yankee Ridge and Leal), two in a middle group (Wiley and Thomas Paine), and three in a lower group (Prairie, Washington and Webber). In most cases score differences between groups were significant while differences within the three groups were not significant. The differences between the highest and lowest scoring schools is very significant and clearly indicates that our schools serve children with widely varying needs. This year there is more than a full year difference (13.2) months in the mean (average) scores of children from the highest and lowest scoring schools. These differences cannot be attributed to the Urbana Schools in that the measure is taken during the first week of school.

Table 2 summarizes the reading level of children entering grade four. A grade equivalent score of 4.1 indicates that a group was found to be on the average at the national norm. Every group and each school scored at or above this level on the Wide Range Achievement Test. The third column for each year indicates the number of children at each school who scored at or below a grade equivalent of 2.1. This number is further broken down by race and sex. It is interesting to note that the rank order of schools on this measure is almost identical to the rank order for readiness scores.

The Wide Range Achievement Test (WRAT) for Reading was administered individually by school psychologists to every child entering grade 4 during the month of September. This test measures word recognition. Though it does not measure comprehension and understanding, it has had wide use and the results of this test have a high correlation with other reading measures and are good predictors of future success in school.

The Stanford Diagnostic Reading Test - Level I or the Gates MacGintie Reading Test was administered by fourth grade teachers during September to the same children tested with the WRAT. These tests are designed to measure reading skills at the primary level and therefore, are not capable of measuring much beyond this level. Children working above their grade level frequently obtain perfect scores, but do not receive a grade equivalent score beyond 5.1 This lower level test was used because of the prime interest in locating children at the lower end. These children would not have been able to handle the higher level test. The purpose in this screening was not to see how high children score, but rather to find how many children were more than two years below their expected grade level. This ceiling factor does not apply to the WRAT.

Within the 397 children tested on the WRAT (administered individually) 28 scored at 2.1 or below. Table 2 indicates which schools these children attended, which were boys or girls, and how many were black or white. All of these children have been identified and all are receiving special help beyond regular classroom instruction in reading. The 30 children represent 7% of the population.

The mean readiness score for Webber children entering kindergarten is the lowest in the District. The children in this attendance area come to school with the lowest probability of achieving success in the traditional educational programs. Webber scores for fourth graders are also generally low when compared to other schools in the District, but a slight improvement trend seems to be developing

as indicated by the fact that only 4 children (11%) scored two grades below their expected level in 1974 as compared to 17% in 1972.

Children coming to school with disadvantages such as lack of readiness usually have greater difficulty in making average academic gain throughout their school experiences. In order to be successful they usually need special assistance throughout their educational experiences. It is usually not a matter of simply bringing people up to some standard at some point and then assuming that the factors that have been making it difficult for learning to take place will somehow evaporate. These interference variables can usually be predicted to continue to cause problems at all levels for students who are handicapped by them.

Table 1

Mean Readiness Age Scores* for Kindergarten Children
When Entering School

September 1972, 1973 and 1974

1972		1973			1974		
School (Listed in rank order)	Readiness Age in Months	School (Listed in rank order)	n	Readiness Age in Months	School (Listed in rank order)	n	Readiness Age in Months
King	70.3	Yankee Ridge	65	69.5	King	55	68.8
Yankee Ridge	66.1	Leal	56	67.4	Yankee Ridge	97	68.6
Leal	65.8	King	53	64.2	Leal	71	65.8
Wiley	65.7	Thomas Paine	59	63.8	Wiley	46	64.9
Thomas Paine	65.0	Wiley	47	63.7	Thomas Paine	90	62.8
Webber	61.4	Prairie	93	62.1	Prairie	92	62.1
Washington	59.1	Washington	44	61.2	Washington	27	59.8
Prairie	58.8	Webber	26	57.2	Webber	28	55.6
TOTAL	63.3	TOTAL	443	64.2	TOTAL	506	64.5
White Females	66.3	White Females	194	65.5	White Females	215	66.9
White Males	63.8	White Males	162	64.4	White Males	205	64.3
Black Females	60.6	Black Females	27	59.4	Black Females	34	60.1
Black Males	57.7	Black Males	33	56.1	Black Males	52	58.2

* Scores from ABC INVENTORY

Table 2

Fourth Grade Fall Reading Survey

Wide Range Achievement-Reading, Stanford Diagnostic Reading, and Gates MacGinitie Reading Tests

	September 1972			September 1973			September 1974		
	Total n	WRAT Grade Equivalent 9/72	Number Scoring at 2.1 or below on SDRT or WRAT	Total n	WRAT Grade Equivalent 9/73	Number Scoring at 2.1 or below on SDRT or WRAT	Total n	WRAT Grade Equivalent 9/74	Number Scoring at 2.1 or below on SDRT or WRAT
King	27	5.7	2	22	5.5	2	11	5.5	0
Leal	77	6.0	1	73	6.1	3	53	5.3	6
Prairie	88	5.3	6	84	5.5	5	77	5.2	1
Thomas Paine	60	5.5	4	54	5.3	2	76	5.4	9
Washington	43	4.3	4	37	4.6	3	29	4.4	4
Webber	47	4.4	8	33	4.3	5	37	4.7	4
Wiley	66	5.7	2	39	5.8	1	43	5.3	3
Yankee Ridge	77	6.3	3	85	6.6	0	71	6.4	3
DISTRICT	482	5.49	30	427	5.65	21	397	5.44	30
RACE									
Black	65	3.9	9	58	4.4	10	64	4.2	13
White	407	5.7	21	355	5.8	11	321	5.6	17
Other	10	6.0	0	14	7.3	0	12	6.3	0
SEX									
Female	228	5.7	8	212	5.7	7	186	5.6	9
Male	254	5.3	22	215	5.5	14	211	5.4	21

WRAT = Wide Range Achievement Test - Reading
SDRT = Stanford Diagnostic Reading Test - Level I

2-21-75

II

MASTERY OF ARITHMETIC SKILLS

The Base Arithmetic Skills Evaluation (BASE) testing system developed by Media Research Associates and written by Lola May and Vernon Hood was used as a pre and post measure of arithmetic skills for all children at Webber School in grade 1-6 during the school years 1973-74 and 1974-75. This criterion-referenced type instrument was used in place of the common norm-referenced type instrument partially because of the increased descriptiveness available with this type measure. Teachers were more interested in determining how effective they were in helping children to master those skills they regarded as basic rather than obtaining a grade level norm based on general items selected primarily for their ability to provide response variance. Webber teachers wanted to know more than just how their children ranked with one another and with children at other schools. The BASE tests help to some extent to determine how children rank with others but this is not its primary purpose.

BASE identifies basic skills for each grade level which students must have mastered to participate effectively in instruction commonly provided at each level. From 16-23 skills are identified at each level permitting each teacher to develop a profile for each child. Teachers can determine their general effectiveness with their group as well as diagnose individual deficiencies and general strengths and weaknesses of their group.

Following are the six (6) profile sheets listing the skills checked for mastery at each level. Mastery is assumed when a child is able to respond correctly to two or more of three items established for each of the skills. The testing instrument is designed to reduce the effect of reading ability on the part of the respondent by providing tapes or complete teacher scripts to be used in administration. The listing of skills may be helpful in reviewing the summaries of scores which follow.

Pages 18 through 23 of the original document contain copyrighted materials, "Student Profile of Arithmetic Skill," copyright 1973 Media Research Associates. This section is not available for reproduction at this time.

The number of skills checked for mastery varies at each grade level.

Grade one = 20 skills
Grade two = 16 skills
Grade three = 23 skills
Grade four = 16 skills
Grade five = 23 skills
Grade six = 21 skills

Table 3 provides the means and standard deviation for the number of skills mastered by the children at each grade level for the pre and post tests.

Table 3

The Number of Skills Mastered by the Children at Each Grade Level in 1974-75, Pre and Post.

			PRE - Sept. 1974			POST - May 1975		
GRADE	N*	Number Skills Tested	$\bar{x}$ number Skills Mastered	S.D.	Percent Mastered	$\bar{x}$ number Skills Mastered	S.D.	Percent Mastered
One	17	20	14.4	2.4	72%	19.4	0.7	97%
Two	28	16	10.2	4.0	64%	14.4	1.4	90%
Three	28	23	15.1	5.2	66%	19.4	3.7	84%
Four	35	16	8.1	3.5	51%	12.2	3.2	76%
Five	35	23	12.2	3.9	53%	17.6	4.4	77%
Six	39	21	11.8	3.6	56%	16.4	3.5	78%
TOTAL	182	119			60%			84%

*Only those children who were enrolled during both pre and post testing were included.

Experiences of teachers have indicated that children who fail to master less than 50% of the skills at any given level usually have serious difficulty in working with their age peers in instructional activities generally felt to be appropriate in arithmetic. It was the goal of the Webber teachers to have all children able to demonstrate mastery on 50% or more of the skills established for their level. Table 4 indicates the number of children who failed to master 50% or more of the skills for each level both pre and post for both the years 1973-74 and 1974-75

Table 4

Number of Children Mastering Less than 50% of the Skills Designated for each Grade Level, Pre and Post, 1973-74 and 1974-75.

	1973-1974			1974-1975		
		Number Students Mastering > 50% of Skills			Number Students Mastering > 50% of Skills	
GRADE	N*	Pre 9/73	Post 5/74	N*	Pre 9/74	Post 5/75
One	23	1	0	17	0	0
Two	21	3	0	28	7	0
Three	37	13	3	28	7	0
Four	31	21	10	35	17	3
Five	43	22	4	35	15	5
Six	24	12	8	39	12	3
TOTAL	178	72 (40%)	25 (14%)	182	58 (32%)	11 (6%)

*Only those children who were enrolled during both pre and post testing were included.

Teachers were interested not only in how well their children mastered skills but also which skills were mastered. Table 5 indicates the percentage of children who mastered each of the skills at each level. In this table all children are included who were enrolled at the time of testing. Therefore, the n is not indentical to that listed in Tables 3 and 4.

Table 5

Percent of Children Mastering Each Skill at Each Level
for Fall 1974 (Pre) and Spring 1975 (Post).

GRADE AND TEST	N	SKILL NUMBER																					OVERALL PERCENT
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Grade one																									
Fall	22	45	50	100	95	100	86	82	68	18	73	77	95	50	55	95	18	100	82	23	95				70.3
Spring	28	100	100	100	100	100	100	93	89	100	89	100	100	93	96	100	89	96	100	71	96				95.6
Grade two																									
Fall	36	83	33	78	89	69	53	67	75	44	69	61	64	78	89	39	39								64.4
Spring	38	95	87	76	95	97	84	95	95	95	97	76	100	95	95	87	66								89.7
Grade three																									
Fall	32	84	69	91	75	53	91	88	72	75	34	53	59	69	69	59	50	19	19	78	63	81	59	69	64.3
Spring	31	84	68	97	90	68	94	100	87	97	81	77	87	77	87	84	77	68	74	97	84	94	81	77	83.9
Grade four																									
Fall	41	90	41	63	24	15	37	39	34	49	22	44	34	46	37	54	20								50.6
Spring	38	92	63	89	71	68	87	89	68	92	58	82	71	92	74	82	42								76.3
Grade five																									
Fall	38	74	76	76	42	61	45	76	47	34	21	31	68	71	42	45	79	74	03	50	84	74	05	26	52.3
Spring	43	70	79	70	70	86	77	98	88	86	77	72	84	82	86	77	95	60	33	67	93	91	44	77	76.6
Grade six																									
Fall	40	90	78	60	90	78	70	65	53	23	75	33	43	28	20	15	68	73	53	35	88	48			56.5
Spring	45	100	76	53	96	89	76	87	76	69	82	58	67	67	58	51	96	93	71	71	93	60			75.7

The BASE was administered to all children districtwide in grades 5 and 6. In both grades approximately 80% of the skills were mastered. Past experience with this measure has indicated that if more than 80% of the skills are mastered then nearly all the children in the group will be able to participate in arithmetic activities appropriate to their grade-age group. This general level of mastery was achieved at Webber in four of the six levels and nearly achieved at the other two.

The goal of bringing all participants above the 50% mastery level was nearly reached with 94% of the children mastering 50% or more of the skills.

Table 5 indicates that a sizeable increase in mastery was achieved for almost every skill and at every level. Only 9 of the 119 skills pre and post tested showed no growth.

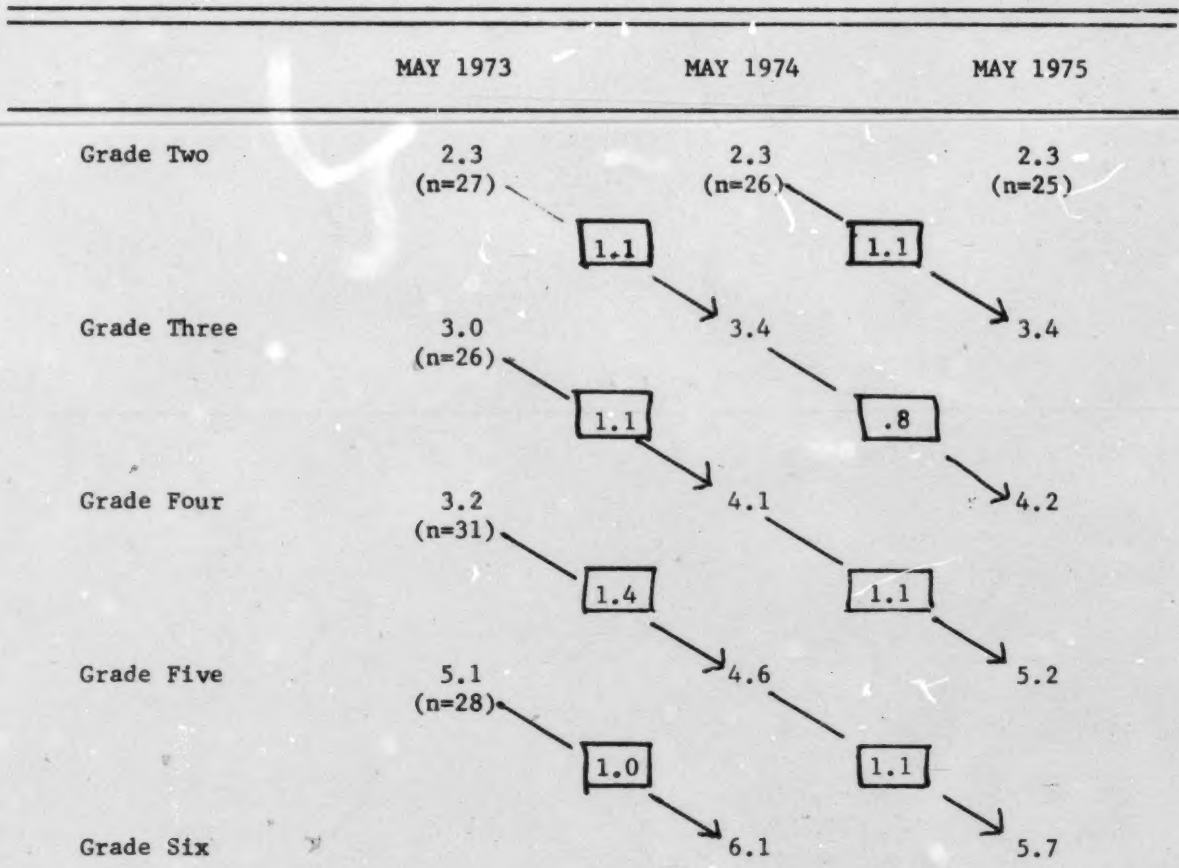
III

READING SKILL MASTERY

The Stanford Diagnostic Reading Test was given to all children in grades 2-6 at Webber School in May 1973, May 1974 and May 1975. Scores obtained in the reading comprehension and vocabulary sections of these tests are compared to determine gains made during the two years.

Table 6

MEDIAN GRADE EQUIVALENT SCORES FOR CHILDREN IN GRADES TWO THROUGH SIX IN MAY 1973, MAY 1974 and MAY 1975 ON THE STANFORD DIAGNOSTIC READING - COMPREHENSION TEST



A gain of 1.0 is expected from children who score at or near grade level on the pretest. Children scoring below grade level on the pretest generally have a more difficult time making a full year's gain in one year. All groups made a gain of approximately one year in comprehension as measured by this test. The mean gain is 1.1 years for all groups for each of the two years.

All children at each level were tested but only the scores of those children who remained at Webber during the entire period were used in the comparison. As indicated in Table 7, on the pretest 76% of all children scored below their grade norm, making it extremely difficult to make an average gain of 1.0. In May, 1974 the percent scoring below the norm was reduced to 67%, and in May, 1975 only 64% scored lower than the expected norm.

Table 7

PERCENT OF CHILDREN SCORING BELOW EXPECTED GRADE LEVEL ON THE STANFORD DIAGNOSTIC - READING COMPREHENSION TEST

	MAY 1973	MAY 1974	MAY 1975
Grade Two	67%	57%	60%
Grade Three	88%	74%	57%
Grade Four	81%	69%	66%
Grade Five	68%	70%	69%
Grade Six	____	64%	70%
Total Grades 2-6	76%	67%	64%

Reading vocabulary scores are presented by the SDRT in terms of stanines. A stanine is a value on a simple nine-point scale of standard scores. Scores are expressed along a scale ranging from 1 (low) to 9 (high) with the value 5 always representing average performance for pupils in the reference group. A reference group is established for each grade level. Table 8 indicates the mean stanine for each of the reference groups in vocabulary. A full year's gain is required to remain at the same stanine as the previous year. A higher stanine from the previous year requires more than one year's gain.

Table 8

MEDIAN SCORE FOR READING VOCABULARY IN STANINES AS OBTAINED ON THE STANFORD DIAGNOSTIC READING TEST

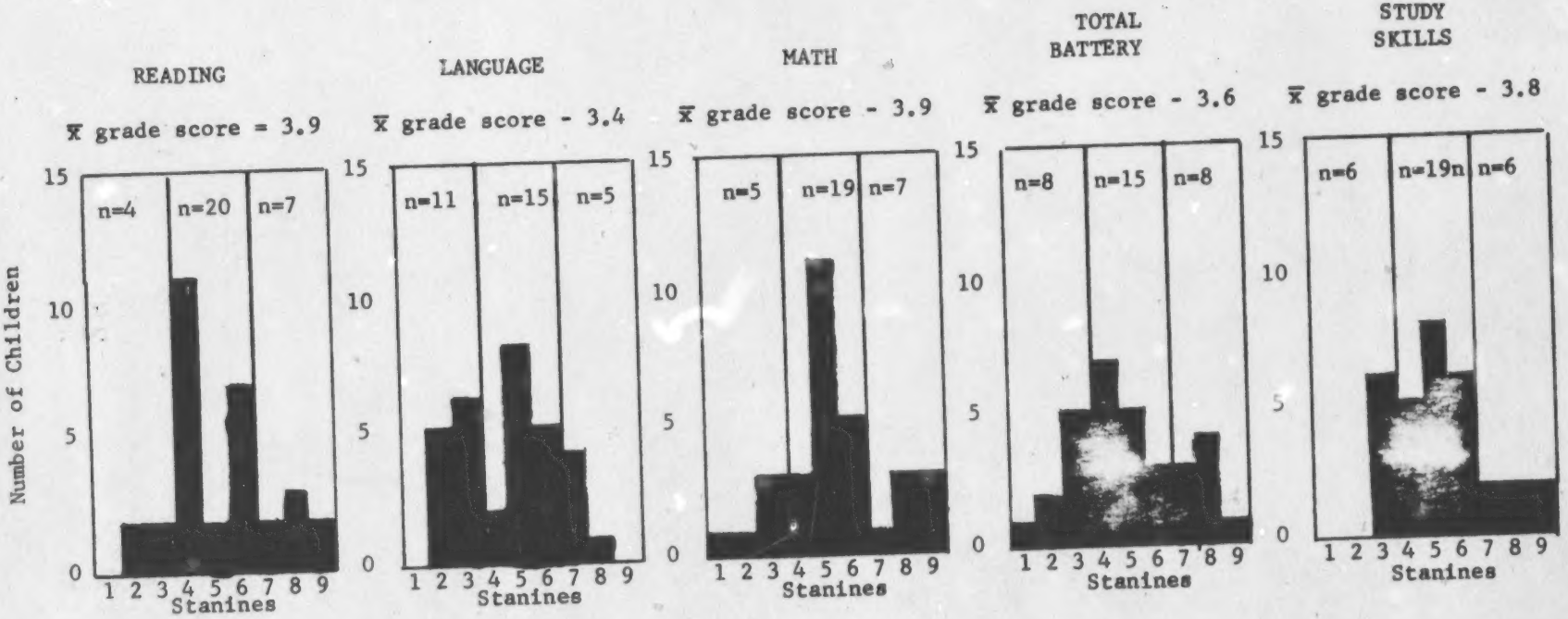
	MAY 1973	MAY 1974	MAY 1975
Grade Two	4	3	4
Grade Three	4	3	4
Grade Four	3	4	5
Grade Five	4	4	4
Grade Six		4	4

As indicated earlier, for reference groups scoring below the norm (stanine of less than 5) it is extremely difficult to make a year's growth in one year. The same factors causing a low score initially are continuing to make it difficult to make average growth. The stanines in Table 8 indicate that approximately one year's growth was made by all groups.

In addition to the SDRT and Base Math the Comprehensive Test of Basic Skills (CTBS), a general normed achievement test was administered to all third grade children in April 1975. The actual grade level at time of testing was 3.8. The histogram in Figure 1 indicates the number of children in each stanine for each of the identified areas. These presentations illustrate that the children at this level are generally distributed on a pattern similar to that expected for an average population. This level of achievement is seen as representing a significant improvement on the basis of earlier scores and the general level of the school population based on kindergarten testing (see pp. 13-16). The mean grade score in reading for the 31 children was 3.9 with four children falling at the three lowest stanines. In math these same children obtained a mean grade score of 3.9 with 5 children falling at the three lowest stanines.

Figure 1

California Tests of Basic Skills Administered
in April, 1975 to Entire Third Grade (n=31)
Webber School



The children who were identified as eligible for special education services (educationally handicapped or learning disabilities) were given the Wide Range Achievement Test (WRAT). The expected standard of success was one month's growth in achievement for each month of instruction, based on pre- and post-test dates. The pre-tests were given in September of 1974, post-tests were given in May, 1975. Elapsed time - 8 months. In order for each child to equal or surpass the standard, he/she must make at least 8 month's gain.

Grade 1-2 Unit

*Number of eligible children served	25
Range of achievement growth	0 months to 1.9 years
Average achievement growth	8.8 months (8 calendar months)
Number of children equal or surpassed standard	18
Number of children failing standard	7

Grade 3-4 Unit

*Number of eligible children served	27
Range of achievement growth	3 months to 2.8 years
Average achievement growth	1.1 years (8 calendar months)
Number of children equal or surpassed standard	18
Number of children failing standard	9

Grade 5-6 Unit

*Number of eligible children	33
Range of achievement growth	3 months to 3.2 years
Average achievement growth	1.7 years (8 calendar months)
Number of children equal or surpassed standard	28
Number of children failing standard	5

SUMMARY

Webber School served a total of 85 eligible special education students (42 educationally handicapped and 43 learning disabled). The range of achievement growth was 0 months to 3.2 years. The average achievement growth was 1.3 years during the 8 calendar months. Of the 85 special education children served, 64 equaled or surpassed the standard and 21 children failed the standard. The enrollment of Webber School for the 1974-75 school year was 268. Of that number, 85 or 31.7% received special education services in either educationally handicapped or learning disabilities.

*Only those children who were both pre- and post-tested are included.

IV

SOCIOMETRIC DATA

The page following addressed TO: TEACHERS describes a sociometric technique used by the Webber teachers in October, 1973 and 1974 to determine pupil ratings of one another on the basis of "play" and "work" relationships. One of the purposes of this technique was to determine whether children eligible for special education services were seen by other children as being inferior or otherwise inadequate. Since many of the children receiving special education services are those who have more serious academic deficiencies, it was expected that they would be rated lower in "school work" associations. However, in "school play" relationships this lower choice should not be significant if special education creates no stigma associated with the provision of its services.

This measure was taken at two points, October, 1973 in the early weeks of the new program and again, one year later.

A "work" and "play" score was established for each child by determining the mean of the responses made by all other children in his or her classroom. The response for each name was limited to a four point scale with assigned values of 3-2-1-0, the highest score 3 being the most positive score. Both "work" and "play" mean scores for the 223 children in 1973 was 1.83. In October, 1974 the mean "work" score was 1.87 with the mean "play" score 1.86. In addition to the report by classrooms in Tables 9 and 10 teachers were given a report on the individual scores for each of their children and other analysis comparing the choices made by different sub groups and combinations of these groups. These further analyses were done because of the recognized fact that sex and race factors frequently affect choices and this affect may offset or exaggerate the affects of special and non special choices.

TO: TEACHERS

RE: Use of attached list of pupils to obtain sociometric data

1. The attached list should have the names of all the pupils in your room. Please check it over and add missing names or mark off any name that should not be on the list.

2. Pass out one copy to each pupil. Ask the class to circle the answer which tells how they feel about each person in the room. Tell them to not circle a response behind their own name, but to give an answer for every other name on the list.

3. When filling out sheet #1, the pupils are to be asking themselves: HOW MUCH WOULD YOU LIKE TO DO SCHOOL WORK WITH EACH OF THE PUPILS IN THIS ROOM?

   Demonstrate procedure on chalkboard with fictitious names as they are on your pupil list.

4. On another occasion, pass out a second copy of the pupil list. When filling out sheet #2, the pupils are to be asking themselves: HOW MUCH WOULD YOU LIKE TO PLAY A GAME ON THE PLAYGROUND WITH EACH OF THE PUPILS IN THIS ROOM?

5. The same general procedures apply to both sheet #1 and #2.

6. If you wish, you may substitute a subject matter name such as math or reading or science for school work or a particular game in section #2. The game should be one requiring physical agility rather than something like chess or scrabble.

7. Gather copies relating to work (#1), label as Response to #1. Send to D. Holste at Central Office.

8. Gather copies relating to play (#2), label as Response #2. Send to D. Holste at Central Office.

Responses will be made by children on a four point scale:

A lot	3
Some	2
Very little	1
Not at all	0

Table 9

MEAN SCORES OF CHILDREN IN SPECIAL AND NON-SPECIAL EDUCATION ON A SOCIOGRAM ADMINISTERED IN OCTOBER, 1973

TEACHER	NUMBER OF STUDENTS		WORK SCORE		PLAY SCORE	
	Special	Non-Special	Special	Non-Special	Special	Non-Special
V	8	6	2.01	1.89	1.55	1.62
VII	5	6	2.40	2.51	2.56	2.40
X	5	8	1.59	1.61	1.79	1.90
IV	2	9	2.10	2.30	1.78	1.83
II	0	14	none	1.80	none	1.93
XII	5	10	1.19	1.62	1.21	1.58
F	4	7	1.24	2.05	1.04	1.89
E	3	7	2.17	2.24	2.35	2.58
XIV	6	5	1.36	1.60	1.33	1.45
I	6	8	1.48	1.59	1.69	1.85
B	1	9	1.25	2.08	.88	2.13
XV	5	10	1.82	1.44	1.90	2.17
XIII	7	6	1.51	1.43	1.41	1.33
VI	2	8	1.39	1.84	1.56	1.54
3	3	8	2.19	2.26	2.40	2.37
XI	4	7	2.05	2.39	2.00	2.37
VIII	3	11	.84	1.47	1.13	1.47
III	6	9	2.25	2.26	1.69	1.83
TOTAL	75	148	1.72	1.89	1.67	1.90

Table 10

MEAN SCORES OF CHILDREN IN SPECIAL AND NON-SPECIAL EDUCATION ON A SOCIOGRAM ADMINISTERED IN OCTOBER, 1974

TEACHER	NUMBER OF STUDENTS		WORK SCORE		PLAY SCORE	
	Special	Non-Special	Special	Non-Special	Special	Non-Special
2-P	3	8	2.27	2.73	2.42	2.49
10-I	7	8	1.58	1.62	1.54	1.65
6-I	5	10	1.62	1.68	1.85	1.69
8-I	5	9	1.35	1.63	1.54	1.60
6-P	2	10	1.09	1.65	1.07	1.51
5-I	5	7	1.37	1.68	1.28	1.47
9-I	4	10	1.75	2.04	2.06	2.24
1-P	7	6	1.59	1.87	1.51	1.77
5-P	5	8	2.60	2.44	2.43	2.38
11-I	4	11	1.43	1.38	1.61	1.46
3-P	2	8	1.39	2.09	1.61	1.77
7-I	4	8	1.86	2.08	1.82	1.94
3-I	4	9	2.38	2.47	2.38	2.50
4-I	8	5	1.63	1.69	1.98	2.13
1-I	6	9	2.05	2.17	2.21	2.24
2-I	7	7	1.90	2.06	1.44	1.72
4-P	3	10	2.00	2.08	2.22	1.95
TOTAL	81	143	1.76	1.93	1.81	1.89

The scores for special and nonspecial in either "work" or "play" did not appear to be significantly different although the nonspecial scores over-all were lower. The difference between ratings of same and opposite sex was greater than the difference between special and nonspecial for those rating groups where groups were large enough to make comparisons. The difference for ratings of special by nonspecial with the variable of sex removed was less marked for play than for work. As was hoped, the play differential became smaller in October 1974; in fact, the .08 difference in mean scores in October 1974 was significantly small to permit an interpretation of no difference.

It can be said that the data did not give support to the fear that special education children were seen by their peers as being unacceptable in "work" and "play" situations. Whether this was attributable to the fact that the special children were fully integrated in the classrooms as part of the new program is impossible to say at this time, but it can be said that special education children are not seen as inferior in either work or play situations by their peers. This lack of stigma is especially clear in play situations.

ATTITUDE SURVEY - PRIMARY

Table 11 summarizes the responses made by children in each of six primary classrooms in October 1974. The potential score range is from +1.00 to -1.00. It is interesting to note that in five instances all children in a classroom scored at the maximum point on the scale. Scores of +.5 or higher were established as being acceptable levels. In four cases scores of less than .5 were recorded. Three of these were in response to question #2 regarding feelings toward "work" in school. In one classroom, a significantly low score was established for question #5 regarding the child's feeling toward self. In other situations where this measure was used there has been a high correlation between a low score on question #5 and the other four questions. In October 1973 a score of .00 on question #5 was determined for another group who in turn obtained the following low scores on other questions (#1=.50, #2=.00, #3=.30, #4=.90).

The same instrument was administered to six primary classrooms in October 1973. Table 12 compares the scores obtained for the two administrations presenting a composite for the six teachers involved. The mean scores in 1973 found two questions scoring below the acceptable level with only one question (#2 dealing with work) falling below this level in 1974. Sizable increases were achieved for three of the five questions with #4 remaining at an extremely high level. A loss was recorded for question #5 dealing with "self." It is interesting to note that more than 90% of all responses were at the +1.00 level for question #4 regarding feeling toward teachers.

Table 11

WEBBER SCHOOL
STUDENT QUESTIONNAIRE - LOWER ELEMENTARY
OCTOBER, 1974

Questions Asked:

=1

=0

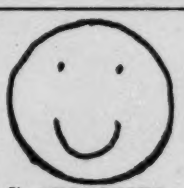
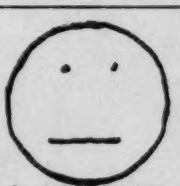
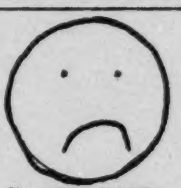
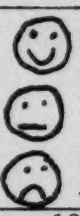
=-1

1. Which picture shows the way you feel about this classroom? (Make sure the pupils make an X on one of the faces beside #1 on the answer sheet.) Repeat the instructions for each of the other questions:
2. Which picture shows the way you feel about the work you do in school?
3. Which picture shows the way you feel about your classmates?
4. Which picture shows the way you feel about your teacher?
5. Which picture is most like you most of the time?

TEACHER CODE	QUESTION #	PERCENT OF RESPONSE			NUMBER OF STUDENTS	AVERAGE SCORE 0 +1 -1
1P	1	92	0	8	n=12	.84
	2	50	17	33	n=12	.17
	3	82	18	0	n=11	.82
	4	91	0	9	n=11	.82
	5	67	33	0	n=12	.67
2P	1	82	18	0	n=11	.82
	2	64	27	9	n=11	.54
	3	64	27	9	n=11	.54
	4	91	9	0	n=11	.91
	5	73	18	9	n=11	.64
3P	1	100	0	0	n=11	1.00
	2	45	9	45	n=11	.00
	3	64	27	9	n=11	.54
	4	100	0	0	n=11	1.00
	5	82	9	9	n=11	.73
4P	1	69	31	0	n=13	.69
	2	54	31	16	n=13	.38
	3	77	0	23	n=13	.54
	4	85	0	16	n=13	.69
	5	46	8	46	n=13	.00
5P	1	92	0	8	n=13	.85
	2	85	16	0	n=13	.85
	3	92	8	0	n=13	.92
	4	100	0	0	n=13	1.00
	5	77	8	16	n=13	.62
6P	1	100	0	0	n=11	1.00
	2	64	36	0	n=11	.64
	3	73	18	9	n=11	.64
	4	100	0	0	n=11	1.00
	5	64	27	9	n=11	.54

Table 12

SUMMARY OF RESPONSES ON WEBBER STUDENT QUESTIONNAIRE - LOWER ELEMENTARY
ADMINISTERED TO PRIMARY CLASSROOMS IN OCTOBER 1973 AND OCTOBER 1974

QUESTION #	NUMBER CHILDREN RESPONDING		 % RESPONSES		 % RESPONSES		 % RESPONSES		AVERAGE SCORE  =+1 =0 =-1	
	1973	1974	1973	1974	1973	1974	1973	1974	1973	1974
1	58	71	67	89	19	8	14	3	.53	.86
2	58	71	45	61	29	23	26	17	.19	.44
3	57	70	56	76	26	16	18	9	.39	.67
4	58	69	90	94	5	1	5	4	.90	.90
5	57	71	65	68	18	17	18	15	.65	.52
MEAN	58	71	65	78	19	13	16	10	.53	.68

ATTITUDE SURVEY - INTERMEDIATE

A summary of student responses on the Webber School Pupil Questionnaire administered to children in grades 2-6 at four times throughout the two year period is presented in the pages that follow. Complete breakdowns by classroom are provided for 1974-75 with total summaries for both years. A copy of the Pupil Questionnaire is included. The following numerical weightings were given each response:

a lot	= 3.0
some	= 2.0
very little	= 1.0
not at all	= 0.0

The fifth response choice for questions #1, 2, 14 and 15 is regarded as no response. Mean responses of 2.0 or higher were regarded as high (positive) responses.

In similar attitude surveys it has been found that the position level at which children respond tends to go down beginning in midwinter and reaches its lowest point shortly before the close of school in the spring. A school scoring as high in May as in October is one that has probably made some gain when compared to general school populations. The original (October 1973) scores were seen as quite high, probably being affected by the implementation of the new program six weeks prior to taking the measure. The three successive composite scores also reflect a high positive attitude toward school and the individual teachers. Responses regarding the home (parents) were the highest of all areas with a nearly perfect score (2.8) overall.

Responses to question #7 (math) were lower than in other areas, but increased from the original low of 1.5 to 1.8 which is the same level as question #3 regarding general feelings toward school. In regard to question #3 it is interesting to note that the general question regarding school received a lower response than the composite of specific responses regarding school when questions #3, 4, 6, 7, 8, 10, 11, 18 and 19 were combined. This combination provided a score of 2.2.

Generally children felt very positive toward their teachers with an overall score of 2.2 on questions #4, 13, 17 and 19. Scores on #4 were higher (2.4) than on #19 (2.0) indicating children were more willing to say that they liked their teacher "a lot" than they were willing to say that they "always" liked her. The identical scores on questions #13 and #17 help to support the reliability of the instrument.

It was preferrable for the response to question #12 (regarding the lunchroom) to be low (1.3) in that eating in the lunchroom was eliminated under the new program. Response to #11 was high (2.3) supporting the change.

Table 13 reviews the composite of all responses to the 20 questions for the four administrations of the instrument. Tables 14 through 24 review the results for each of the (11) teachers participating in the 1974-75 survey. Each teacher is assigned an identifying number so that he or she is able to review individual responses for each classroom and make comparisons with the general composite without revealing the scores for their own classroom.

PUPIL QUESTIONNAIRE

TO THE TEACHER: Put the 4 levels of response on the blackboard and explain them to the children. Have them circle the correct response - you may want to use food as an example.

I like choclate ice cream

alot
some
very little
not at all

Help the student with the first few items. Students whose parents do not live at home may require special assistance on the first two items as well as items 14 and 15.

1. I like my mother

alot
some
very little
not at all
mother not at home

2. I like my father

alot
some
very little
not at all
father not at home

3. I like school

alot
some
very little
not at all

4. I like my teacher

alot
some
very little
not at all

5. I like my home

alot
some
very little
not at all

6. I like reading

alot
some
very little
not at all

7. I like to do math problems

alot
some
very little
not at all

8. I like what we do in class

alot
some
very little
not at all

9. I like myself

alot
some
very little
not at all

10. I like our school library

alot
some
very little
not at all

11. I like eating in my classroom

alot
some
very little
not at all

12. I like eating in the lunchroom

alot
some
very little
not at all

13. I think my teacher likes me

alot
some
very little
not at all

14. I think my father likes me

alot
some
very little
not at all
father not at home

15. I think my mother likes me

alot
some
very little
not at all
mother not at home

16. I think my classmates like me

alot
some
very little
not at all

17. I think my teacher cares about me

alot
some
very little
not at all

18. I like my classmates

almost all of them
some of them
a few of them
none of them

19. I like my teacher

always
usually
sometimes
almost never

20. I think my classmates like me

almost all of them
some of them
a few of them
none of them

10/73
Webber - L. Long

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Summary for 12 Classrooms in Grades 2-6 in October, 1973 and May, 1974, and for 11 Classrooms with Same Teachers and Same Age Groups in October, 1974 and May, 1975.

Question #	MEAN SCORES			
	1973-74		1974-75	
	October	May	October	May
1	2.9	2.9	2.9	2.9
2	2.9	2.6	2.9	2.6
3	2.0	1.9	2.0	1.8
4	2.5	2.4	2.6	2.4
5	2.6	2.5	2.7	2.6
6	1.8	2.0	2.0	2.0
7	1.5	1.7	1.8	1.8
8	2.0	2.1	2.3	2.1
9	2.5	2.5	2.6	2.5
10	2.7	2.6	2.7	2.6
11	2.4	2.3	2.5	2.3
12	1.4	1.4	1.6	1.3
13	2.2	2.1	2.3	2.1
14	2.9	2.6	2.8	2.7
15	2.9	2.8	2.9	2.8
16	2.1	1.9	2.1	2.0
17	2.2	2.1	2.3	2.1
18	2.3	2.4	2.4	2.3
19	2.1	2.0	2.2	2.0
20	2.0	2.1	2.1	2.1

GENERAL AREA	OCTOBER 1973	MAY 1974	OCTOBER 1974	MAY 1975
Self (9,13,15,16,20)	2.3	2.3	2.3	2.3
Home (1,2,5)	2.8	2.7	2.8	2.8
School - 1 (3,4,8,18,19)	2.2	2.2	2.3	2.2
School - 2 (6,7,10)	2.0	2.1	2.2	2.1
School - 1+2 (3,4,6,7,8,10,11, 18, 19)	2.1	2.2	2.3	2.2
Teacher (4,13,17,19)	2.2	2.2	2.4	2.2
Pupils Responding	n=155	n=162	n=143	n=149

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher II
(October, 1974 and May, 1975)

Table 14

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	10	15	1	0	0	0	0	0	1	0	2.9	3.0
2	7	14	2	0	0	0	1	0	2	1	2.5	3.0
3	5	5	6	4	0	1	1	5	0	0	2.3	1.6
4	6	10	5	2	1	1	0	2	0	0	2.4	2.3
5	7	13	4	1	1	1	0	0	0	0	2.5	2.8
6	7	6	2	5	3	1	0	3	0	0	2.3	1.9
7	4	7	4	2	1	2	3	4	0	0	1.8	1.8
8	7	6	5	5	0	3	0	1	0	0	2.6	2.1
9	7	10	5	5	0	0	0	0	0	0	2.6	2.7
10	11	9	1	6	0	0	0	0	0	0	2.0	2.6
11	7	10	3	3	0	1	2	1	0	0	2.3	2.5
12	5	4	5	5	0	1	1	5	1	0	2.1	1.5
13	8	5	1	4	2	3	1	3	0	0	2.3	1.7
14	9	14	2	0	0	0	1	0	0	1	2.6	3.0
15	9	15	3	0	0	0	0	0	0	0	2.8	3.0
16	4	2	6	9	2	4	0	0	0	0	2.2	1.8
17	6	7	3	4	1	1	1	3	1	0	2.3	2.0
18	6	9	3	2	2	3	1	0	0	1	2.2	2.4
19	6	5	4	3	1	3	1	4	0	0	2.3	1.6
20	8	9	3	4	1	2	0	0	0	0	2.6	2.5

GENERAL AREA	October 1974	May 1975
Self (9,13,15, 16, 20)	2.5	2.3
Home (1,2,5)	2.6	2.9
School - 1 (3,4,8,18,19)	2.4	2.0
School - 2 (6,7,10)	2.0	2.1
School - 1+2 (3,4,6,7,8,10,11,18,19)	2.2	2.1
Teacher (4,13,17,19)	2.3	1.9
Pupils Responding	n=12	n=15

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher 21
(October, 1974 and May, 1975)

Table 15

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	14	12	0	0	0	0	0	0	1	0	3.0	3.0
2	11	10	0	0	0	1	1	0	3	1	2.8	2.8
3	7	6	3	2	2	0	3	4	0	0	1.9	1.8
4	10	10	4	1	1	1	0	0	0	0	2.6	2.8
5	10	8	4	3	1	1	0	0	0	0	2.6	2.6
6	6	6	3	2	3	1	3	3	0	0	1.8	1.8
7	7	4	2	1	3	2	3	5	0	0	1.9	1.3
8	8	8	6	1	1	3	0	0	0	0	2.5	2.4
9	12	8	3	0	0	1	0	3	0	0	2.8	2.1
10	14	9	0	2	0	0	1	1	0	0	2.8	2.6
11	14	10	1	2	0	0	0	0	0	0	2.9	2.8
12	7	1	2	1	1	0	5	10	0	0	1.7	.4
13	8	10	5	2	2	0	0	0	0	0	2.4	2.8
14	12	9	0	1	0	1	0	1	3	0	3.0	2.5
15	14	12	0	0	0	0	0	0	1	0	3.0	3.0
16	9	1	6	6	0	2	0	3	0	0	2.6	1.4
17	11	10	2	2	2	0	0	0	0	0	2.6	2.3
18	11	6	3	2	1	3	0	0	0	1	2.7	2.3
19	8	10	2	1	4	0	0	0	1	1	2.3	2.9
20	6	5	5	1	3	4	1	2	0	0	2.1	1.7

GENERAL AREA	October 1974	May 1975
Self (9,13,15, 16, 20)	2.6	2.2
Home (1,2,5)	2.8	2.8
School - 1 (3,4,8,18,19)	2.4	2.4
School - 2 (6,7,10)	2.2	1.9
School - 1+2 (3,4,6,7,8,10,11,18,19)	2.4	2.3
Teacher (4,13,17,19)	2.5	2.8
Pupils Responding	n=15	n=12

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher 31
(October, 1974 and May, 1975)

Table 16

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	11	12	1	0	0	0	0	0	0	0	2.9	3.0
2	11	10	0	1	0	0	1	0	0	1	2.8	2.9
3	6	3	4	8	2	1	0	0	0	0	2.3	2.2
4	11	11	1	1	0	0	0	0	0	0	2.9	2.9
5	8	9	4	2	0	0	0	1	0	0	2.7	2.6
6	7	6	3	3	1	1	1	2	0	0	2.3	2.1
7	8	5	2	4	1	2	1	1	0	0	2.4	2.1
8	10	6	1	5	0	1	1	0	0	0	2.7	2.4
9	9	8	1	2	2	2	0	0	0	0	2.6	2.5
10	11	11	1	1	0	0	0	0	0	0	2.9	2.9
11	10	10	1	2	0	0	1	0	0	0	2.7	2.8
12	5	0	4	4	2	0	1	8	0	0	2.1	.7
13	11	9	1	3	0	0	0	0	0	0	2.9	2.8
14	11	11	0	1	1	0	0	0	0	0	2.8	2.9
15	11	12	1	0	0	0	0	0	0	0	2.9	3.0
16	5	6	6	5	0	0	1	1	0	0	2.3	2.3
17	11	11	1	1	0	0	0	0	0	0	2.9	2.9
18	8	8	4	0	0	4	0	0	0	0	2.7	2.3
19	12	8	0	2	0	2	0	0	0	0	3.0	2.5
20	7	9	3	0	2	2	0	1	0	0	2.4	2.4

GENERAL AREA	October 1974	May 1975
Self (9,13,15, 16, 20)	2.6	2.6
Home (1,2,5)	2.8	2.8
School - 1 (3,4,8,18,19)	2.7	2.5
School - 2 (6,7,10)	2.5	2.4
School - 1+2 (3,4,6,7,8,10,11,18,19)	2.7	2.5
Teacher (4,13,17,19)	2.9	2.8
Pupils Responding	n=12	n=12

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher 4I
(October, 1974 and May, 1975)

Table 17

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	12	12	1	2	0	0	0	0	0	0	2.9	2.9
2	11	12	1	1	0	0	0	1	1	0	2.9	2.7
3	2	8	3	2	6	3	2	1	0	0	1.4	2.2
4	6	11	7	3	0	0	0	0	0	0	2.5	2.8
5	8	10	5	3	0	1	0	0	0	0	2.6	2.6
6	3	6	5	5	3	0	2	3	0	0	1.7	2.0
7	3	5	4	5	3	3	3	1	0	0	1.5	2.0
8	1	8	10	6	2	0	0	0	0	0	1.9	2.6
9	9	12	1	2	1	0	1	0	1	0	2.5	2.9
10	13	12	0	2	0	0	0	0	0	0	3.0	2.9
11	9	13	3	1	1	0	0	0	0	0	2.6	2.9
12	2	0	4	3	1	2	6	9	0	0	1.2	.6
13	5	11	6	2	2	0	0	0	0	1	2.2	2.8
14	10	11	3	1	0	1	0	1	0	0	2.8	2.6
15	11	11	1	2	1	1	0	0	0	0	2.8	2.7
16	0	4	9	8	3	1	0	0	1	1	1.8	2.2
17	3	11	8	2	1	0	1	0	0	1	2.2	2.8
18	7	10	6	3	0	1	0	0	0	0	2.5	2.6
19	4	7	7	4	2	2	0	0	0	1	2.2	2.4
20	1	6	11	6	1	2	0	0	0	0	2.0	2.3

GENERAL AREA	October 1974	May 1975
Self (9,13,15, 16, 20)	2.3	2.6
Home (1,2,5)	2.8	2.7
School - 1 (3,4,8,18,19)	2.1	2.5
School - 2 (6,7,10)	2.1	2.3
School - 1+2 (3,4,6,7,8,10,11,18,19)	2.1	2.5
Teacher (4,13,17,19)	2.3	2.7
Pupils Responding	n=13	n=14

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher 5I
(October, 1974 and May, 1975)

Table 18

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	11	12	0	0	0	0	1	0	0	1	2.8	3.0
2	11	11	0	0	0	1	1	0	0	1	2.8	2.8
3	7	4	3	7	1	2	1	0	0	0	2.3	2.2
4	10	10	1	3	1	0	0	0	0	0	2.8	2.8
5	7	9	3	1	1	0	1	3	0	0	2.3	2.2
6	4	4	4	7	4	1	0	1	0	0	2.0	2.1
7	7	4	2	6	3	3	0	0	0	0	2.3	2.1
8	4	4	7	7	1	2	0	0	0	0	2.3	2.1
9	6	8	6	4	0	0	0	1	0	0	2.5	2.5
10	9	10	3	1	0	2	0	0	0	0	2.8	2.6
11	6	6	3	5	0	1	3	1	0	0	2.0	2.2
12	5	4	4	3	1	2	2	4	0	0	2.3	1.5
13	5	3	6	10	1	0	0	0	0	0	2.3	2.2
14	10	11	1	2	0	0	1	0	0	0	2.7	2.8
15	11	12	0	0	0	0	1	0	0	1	2.8	3.0
16	0	2	9	9	2	2	1	0	0	0	1.7	2.0
17	4	5	7	7	1	1	0	0	0	0	2.3	2.3
18	5	7	4	3	3	3	0	0	0	0	2.2	2.3
19	7	6	2	4	1	3	1	0	1	0	2.4	2.2
20	2	3	7	5	2	5	1	0	0	0	1.8	1.8

GENERAL AREA	October 1974	May 1975
Self (9,13,15, 16, 20)	2.2	2.3
Home (1,2,5)	2.6	2.7
School - 1 (3,4,8,18,19)	2.4	2.3
School - 2 (6,7,10)	2.4	2.3
School - 1+2 (3,4,6,7,8,10,11,18,19)	2.3	2.3
Teacher (4,13,17,19)	2.5	2.4
Pupils Responding	n=12	n=13

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher 6I
(October, 1974 and May, 1975)

Table 19

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	15	14	0	0	0	0	0	0	0	0	3.0	3.0
2	14	13	0	0	0	0	0	1	1	0	3.0	2.8
3	2	2	12	8	1	1	0	3	0	0	2.1	1.6
4	13	5	2	7	0	1	0	1	0	0	2.7	2.1
5	13	10	2	3	0	0	0	1	0	0	2.7	2.6
6	0	3	11	7	3	4	0	0	1	0	1.8	1.9
7	6	4	4	3	3	3	2	4	0	0	1.9	1.5
8	3	2	12	11	0	0	0	1	0	0	2.2	2.0
9	10	9	3	5	2	0	0	0	0	0	2.5	2.6
10	11	8	3	6	1	0	0	0	0	0	2.7	2.6
11	8	2	5	8	1	2	1	2	0	0	2.3	1.7
12	7	10	2	3	2	0	4	1	0	0	1.8	2.6
13	7	2	8	8	0	1	0	3	0	0	2.5	1.6
14	13	12	2	1	0	1	0	0	0	0	2.9	2.8
15	14	11	1	3	0	0	0	0	0	0	2.9	2.8
16	6	5	8	9	0	0	0	0	1	0	2.4	2.4
17	6	3	9	6	0	3	0	2	0	0	2.4	1.7
18	10	6	5	5	0	3	0	0	0	0	2.7	2.2
19	7	4	3	4	4	5	0	1	1	0	2.2	1.8
20	6	4	9	8	0	2	0	0	0	0	2.4	2.1

GENERAL AREA	October 1974	May 1975
Self (9,13,15, 16, 20)	2.5	2.3
Home (1,2,5)	2.9	2.8
School - 1 (3,4,8,18,19)	2.4	1.9
School - 2 (6,7,10)	2.1	2.0
School - 1+2 (3,4,6,7,8,10,11,18,19)	2.3	1.9
Teacher (4,13,17,19)	2.5	1.8
Pupils Responding	n=15	n=14

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher 7I
(October, 1974 and May, 1975)

Table 20

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	11	11	0	2	0	0	0	0	0	0	3.0	2.8
2	9	10	1	0	0	1	0	1	1	1	2.9	2.6
3	7	3	4	9	0	1	0	0	0	0	2.6	2.2
4	9	6	2	7	0	0	0	0	0	0	2.8	2.5
5	9	9	2	3	0	0	0	1	0	0	2.8	2.5
6	6	3	4	4	1	4	0	2	0	0	2.5	1.6
7	1	4	9	4	1	4	0	1	0	0	2.0	1.8
8	4	2	7	10	0	1	0	0	0	0	2.4	2.1
9	6	7	3	5	0	1	2	0	0	0	2.2	2.5
10	8	8	3	4	0	1	0	0	0	0	2.7	2.5
11	9	5	2	2	0	2	0	3	0	1	2.8	1.8
12	2	5	4	2	2	3	2	2	1	1	1.6	1.8
13	4	3	6	7	1	0	0	1	0	2	2.3	2.1
14	9	9	0	1	1	1	0	0	1	2	2.8	2.7
15	11	10	0	2	0	0	0	0	0	1	3.0	2.8
16	3	5	5	5	1	2	1	0	1	1	2.0	2.3
17	7	4	4	7	0	0	0	0	0	2	2.6	2.4
18	11	8	0	3	0	1	0	0	0	1	3.0	2.6
19	4	4	7	5	1	3	0	0	0	1	2.4	2.1
20	5	4	5	5	1	3	0	0	0	1	2.4	2.1

GENERAL AREA	October 1974	May 1975
Self (9,13,15, 16, 20)	2.4	2.4
Home (1,2,5)	2.9	2.6
School - 1 (3,4,8,18,19)	2.6	2.3
School - 2 (6,7,10)	2.4	2.0
School - 1+2 (3,4,6,7,8,10,11,18,19)	2.6	2.1
Teacher (4,13,17,19)	2.5	2.3
Pupils Responding	n=11	n=13

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher 8I
(October, 1974 and May, 1975)

Table 21

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	12	14	1	0	0	0	0	0	0	0	2.9	3.0
2	12	13	0	0	0	0	0	0	1	1	3.0	2.8
3	3	4	8	7	1	2	1	1	0	0	2.0	2.0
4	9	9	3	5	1	0	0	0	0	0	2.6	2.6
5	11	9	2	3	0	2	0	0	0	0	2.8	2.5
6	4	6	7	6	2	2	0	0	0	0	2.2	2.3
7	3	4	5	6	2	3	3	0	0	0	1.6	1.9
8	5	5	5	8	2	0	1	0	0	1	2.1	2.2
9	8	10	3	1	1	0	0	3	1	0	2.6	2.3
10	8	9	5	5	0	0	0	0	0	0	2.6	2.6
11	7	7	3	4	2	2	1	1	0	0	2.2	2.2
12	4	3	4	3	2	4	3	4	0	0	1.7	1.4
13	5	4	5	10	2	0	0	0	1	0	2.3	2.3
14	12	14	0	0	0	0	0	0	1	0	3.0	3.0
15	12	14	1	0	0	0	0	0	0	0	2.9	3.0
16	4	3	8	8	1	2	0	1	0	0	2.2	1.9
17	4	3	8	10	1	0	0	1	0	0	2.2	2.0
18	5	7	5	4	3	2	0	1	0	0	2.2	2.2
19	6	3	4	8	2	2	1	1	0	0	2.2	1.9
20	1	3	10	8	2	2	0	1	0	0	1.9	1.9

GENERAL AREA	October 1974	May 1975
Self (9,13,15, 16, 20)	2.4	2.3
Home (1,2,5)	2.9	2.8
School - 1 (3,4,8,18,19)	2.2	2.2
School - 2 (6,7,10)	2.1	2.3
School - 1+2 (3,4,6,7,8,10,11,18,19)	2.2	2.2
Teacher (4,13,17,19)	2.3	2.2
Pupils Responding	n=13	n=14

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher 9I
(October, 1974 and May, 1975)

Table 22

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	12	14	0	0	0	0	0	0	0	0	3.0	3.0
2	9	11	1	0	0	0	0	2	2	1	2.9	2.5
3	1	3	4	8	4	1	3	2	0	0	1.3	1.9
4	8	9	3	5	1	0	0	0	0	0	2.6	2.6
5	9	7	3	6	0	1	0	0	0	0	2.8	2.4
6	5	8	4	5	0	1	3	0	0	0	1.9	2.5
7	4	4	4	6	2	3	2	1	0	0	1.8	1.9
8	2	3	7	10	3	1	0	0	0	0	1.9	2.1
9	8	9	4	4	0	0	0	1	0	0	2.7	2.5
10	3	6	7	7	1	1	1	0	0	0	2.0	2.4
11	8	7	2	5	0	0	2	1	0	1	2.3	2.4
12	2	2	1	7	4	0	5	4	0	1	1.0	1.5
13	4	7	6	6	2	0	0	0	0	1	2.2	2.5
14	9	11	2	2	0	0	0	0	1	1	2.8	2.8
15	12	13	0	0	0	0	0	0	0	1	3.0	2.9
16	1	3	9	8	1	1	1	0	0	2	1.8	2.2
17	2	5	9	8	1	0	0	0	0	1	2.1	2.4
18	4	11	6	1	2	0	0	1	0	1	2.2	2.3
19	4	7	5	4	3	1	0	0	0	2	2.1	2.5
20	2	9	7	3	3	0	0	1	0	1	1.9	2.5

GENERAL AREA	October 1974	May 1975
Self (9,13,15, 16, 20)	2.3	2.5
Home (1,2,5)	2.9	2.6
School - 1 (3,4,8,18,19)	2.0	2.3
School - 2 (6,7,10)	1.9	2.3
School - 1+2 (3,4,6,7,8,10,11,18,19)	2.0	2.3
Teacher (4,13,17,19)	2.3	2.6
Pupils Responding	n=12	n=14

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher 10I
(October, 1974 and May, 1975)

Table 23

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	14	14	0	0	0	0	0	0	0	0	3.0	3.0
2	11	13	1	0	0	0	0	1	2	0	2.9	2.8
3	4	4	4	2	3	3	3	5	0	0	1.6	1.4
4	5	7	8	4	1	0	0	3	0	0	2.3	2.1
5	11	11	3	2	0	0	0	1	0	0	2.8	2.6
6	4	3	5	3	3	3	2	5	0	0	1.8	1.3
7	3	3	5	5	2	1	4	5	0	0	1.5	1.4
8	6	4	6	5	2	3	0	2	0	0	2.3	1.8
9	8	12	3	0	2	0	1	2	0	0	2.3	2.6
10	10	10	3	2	0	1	1	1	0	0	2.6	2.5
11	11	10	1	1	2	1	0	1	0	1	2.6	2.5
12	6	3	1	2	1	3	6	5	0	1	1.5	1.2
13	5	5	6	3	3	2	0	2	0	2	2.1	1.9
14	11	12	0	1	0	0	1	0	2	1	2.8	2.9
15	13	13	0	0	0	0	0	0	1	1	3.0	2.8
16	2	2	7	8	5	2	0	2	0	0	1.8	1.7
17	3	2	7	8	3	0	1	3	0	1	1.9	1.7
18	4	7	4	5	4	1	1	1	1	0	1.8	2.3
19	2	5	4	1	7	5	1	3	0	0	1.5	1.6
20	1	3	7	8	5	2	1	1	0	0	1.6	1.9

GENERAL AREA	October 1974	May 1975
Self (9,13,15, 16, 20)	2.2	2.2
Home (1,2,5)	2.9	2.8
School - 1 (3,4,8,18,19)	1.9	1.8
School - 2 (6,7,10)	2.0	1.7
School - 1+2 (3,4,6,7,8,10,11,18,19)	2.0	1.9
Teacher (4,13,17,19)	2.0	2.0
Pupils Responding	n=14	n=14

WEBBER SCHOOL
PUPIL QUESTIONNAIRE

Pupil Response for Teacher 11I
(October, 1974 and May, 1975)

Table 24

Question No.	A Lot		Some		Very Little		Not At All		No Response Disqualified		Mean	
	+3		+2		+1		0		0			
	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May	Oct.	May
1	14	12	0	1	0	1	0	0	0	0	3.0	2.8
2	12	11	0	1	0	0	0	0	2	2	3.0	2.9
3	4	1	7	7	1	2	2	4	0	0	1.9	1.4
4	5	4	6	4	2	2	1	4	0	0	2.1	1.6
5	12	10	2	3	0	0	0	1	0	0	2.9	2.6
6	6	6	7	5	1	2	0	1	0	0	2.4	2.1
7	5	4	1	3	3	3	5	4	0	0	1.4	1.5
8	5	1	7	7	2	1	0	5	0	0	2.2	1.3
9	12	11	1	1	0	0	1	1	0	1	2.7	2.7
10	12	11	1	2	1	0	0	1	0	0	2.8	2.6
11	14	6	0	0	0	3	0	5	0	0	3.0	1.5
12	2	7	1	0	1	2	10	5	0	0	.64	1.6
13	5	3	8	4	0	2	1	5	0	0	2.2	1.4
14	12	11	0	0	0	1	0	1	2	1	3.0	2.6
15	13	12	1	0	0	1	0	1	0	0	2.9	2.6
16	4	4	7	6	0	2	3	2	0	0	1.9	1.9
17	9	3	3	3	1	3	1	5	0	0	2.4	1.3
18	7	9	4	4	3	1	0	0	0	0	2.3	2.6
19	5	3	6	3	3	4	0	4	0	0	2.1	1.4
20	5	2	7	8	0	3	2	1	0	0	2.1	1.8

GENERAL AREA	October 1974	May 1975
Self (9,13,15, 16, 20)	2.4	2.1
Home (1,2,5)	3.0	2.8
School - 1 (3,4,8,18,19)	2.1	1.7
School - 2 (6,7,10)	2.2	2.1
School - 1+2 (3,4,6,7,8,10,11,18,19)	2.2	1.8
Teacher (4,13,17,19)	2.2	1.4
Pupils Responding	n=14	n=14

WEBBER SCHOOL PARENT SURVEY
May, 1975

Approximately 50 families were chosen at random from a printout of the 255 families who had children in Webber School during 1974-75. Some of the families initially chosen were no longer at Webber; a small number were not available at the five different times they were contacted. Twenty-nine (29) of the households were contacted and interviewed by a graduate student from the University of Illinois. The same student made all the contacts. After each respondent's relationship to the household was determined, twenty-five (25) questions were asked. Each of the questions follow with a summary of the responses from the 29 households. The number of responses is in parenthesis.

QUESTIONS ASKED WITH RESPONSE TALLY

1. How many children are there in your home?

1.	(7)
2.	(9)
3.	(8)
4.	(2)
5.	(1)
6.	(2)

2. How many of these children attend Webber?

1.	(15)
2.	(9)
3.	(5)

3. When did your children first begin attending Webber?

Sept. 1953	(1)	Sept. 1972	(4)
Sept. 1962	(1)	Jan. 1973	(1)
Sept. 1967	(2)	Sept. 1973	(3)
Sept. 1968	(2)	Sept. 1974	(3)
Sept. 1969	(4)	Nov. 1974	(1)
Sept. 1970	(3)	Dec. 1974	(1)
Sept. 1971	(3)		

4. On most days, how does your child get to school?

Walks	(16)
Auto	(2)
Bus	(11)
Bicycle	(1)*
Other	(0)

*One child in the family always walks, the other always bicycles

5. Webber School was organized in a new way for the past two years. How well do you think the new program is working?

Very well	(21)
Well	(3)
Not well	(2)
Don't know	(2)
Other	(1)*

*Not much difference

6. How many children do you think are in your child's classroom?

10	(1)	13-15	(1)
11	(1)	14	(1)
11-12	(1)	14-15	(2)
12	(1)	15	(8)
12-13	(3)	15-17	(1)
12-15	(3)	16	(1)
13	(2)	18-26	(1)
13-14	(1)	Don't know	(1)

7. Do you generally have to push your child to go to school?

Always	(2)
Sometimes	(1)
Seldom	(0)
Not at all	(25)
No opinion	(0)

(One family - 1 always; 1 never)

8. How much do you know about Webber compared to last year?

Much more	(4)
Some more	(6)
A little less	(2)
Much less	(2)
No opinion	(8)
Same	(7)

9. How would you rate Webber in regard to educating your child?

Excellent	(18)
Good	(9)
Fair	(2)
Poor	(0)
Don't know	(0)

10. With regard to disciplining your children, the staff are doing:

Excellent job	(11)
Good job	(5)
Fair job	(4)
Poor job	(1)
Don't know	(8)

11. How well is Webber teaching what your child needs?

Very well	(19)
Well	(7)
Fairly	(3)
Poorly	(0)
Don't know	(0)

12. When your child returns from school, he or she usually describes the school day:

Enthusiastically	(19)
Doesn't talk about school at all	(3)
With a sense of dislike	(2)
Don't know	(1)
Other	(3)* **

*She seems to like it

**Sometimes

One family - one child, enthusiastically; one - dislike

13. How good is the teaching in reading?

Very good	(21)
Average	(5)
Poor	(0)
Don't know	(2)

14. How good is the teaching in math?

Very good	(20)
Average	(8)
Poor	(0)
Don't know	(1)

15. How good is the teaching in science?

Very good	(15)
Average	(7)
Poor	(0)
Don't know	(5)
Doesn't take it	(2)

16. How good is the teaching in music?

Very good	(14)
Average	(9)
Poor	(1)*
Don't know	(3)
Doesn't take it	(2)

*Adamantly opposed to total lack of program

17. How good is the teaching in P.E.?

Very good	(14)
Average	(9)
Poor	(2)*
Don't know	(4)
Doesn't take it	(0)

*Pushing too hard: too much, too long.

18. How good is the teaching in library?

Very good	(25)
Average	(3)
Poor	(0)
Don't know	(1)

19. Do you think there is enough supervision on the playground?

Yes	(15)*
No	(8)**
Don't know	(6)

*Yes, indeed; there is probably too much.

**Absolutely not, I watch from my home and it's just terrible.

20. Does your child feel he/she is able to do the school work?

Yes	(27)
No	(1)
Don't know	(0)

One family - older child, yes; younger child, no

21. How good are the report cards used by Webber?

Very good	(18)*
Average	(8)
Poor	(3)
Don't know	(0)

*Except for second grade - should be something between excellent and satisfactory. Two families mentioned the conferences and privilege of seeing teachers.

22. Do you get enough information about the school?

Yes	(26)*
No	(3)

One family: "Yes, they send out a good deal of biased information."

23. From where (what source) do you get most of your information?

Children (talking)	(9)
Neighbors	(3)
Teachers (talking)	(8)
PTA letter	(1)
Notes from school	(9)
PTA meetings	(3)
Monthly thing with menu	(6)
Respondent is active	(1)

24. If you could change one thing about Webber.....

Keep it open	(5)
Teacher	(2)
Nothing	(11)
More supervision on playground	(3)
PE program too rough	(1)
Need stoplight on Main Street	(1)
Need air conditioning	(2)
Check the learning handicapped children more often after K and 1	(1)
Keep the kids in school later	(1)
Need new playground equipment	(1)
Better supervision all the way around; definitely need more discipline	(1)
Need special classes for kids with problems, especially reading	(1)
Also - not keep kids outside in winter	(1)
Get a music program - there are no creative arts and it's a crime not to tap talents in the primary grades	(1)
School is geared to sub-average children; the bright ones are not challenged	(1)

25. What one thing do you like best about Webber School?

Class size	(11)
Teachers	(8)
Family spirit - closeness between teachers, kids, parents	(9)
New program (individual attention)	(4)
Proximity	(2)
Hot lunches	(1)
Not sure	(1)
Everything	(2)
The children like it and are learning	(1)

25. What one thing do you like best about Webber School? (con't.)

Nothing is really outstanding	(1)
Discipline is good	(1)
The children remember what they are taught	(1)

Respondents:

Mother	(24)
Father	(4)
Other (grandmother-guardian)	(1)

SUMMARY OF RESPONSES

A total of 29 households were surveyed. Twenty-four (83%) of the respondents were the mothers of the children, 4 (14%) were fathers and one respondent was the grandmother and legal guardian.

Of a total of 74 children living at home, 48 attend Webber School. One family has had children enrolled at Webber since 1953, while most of the families (25 or 86%) have begun sending their children to Webber in the last eight years. Children of five families have only started going to Webber since the fall of 1974 or later.

Concerning transportation - the children of 16 (55%) of the families walk or bicycle regularly, those of 11 (39%) of the families go to school by bus and the children of 2 (7%) families are generally taken by car.

The responding parents seem pleased with the new program. When asked how well they thought it was working, 72% (21) of them responded enthusiastically (very good), 10% (3) rated it "well", 2 (7%) did not have an opinion, 2 said it was not working well, and one parent said he saw no difference.

When asked how many children they thought were in each classroom, the parents gave responses ranging from 10-26. 76% (22) of the responses fell between 12 and 15 and 10% (3) between 10-12. Two (7%) estimates fell in the 15-17 range and the remaining two responses were essentially, "I really don't know" with a guess of 18-26.

Eighty-six percent (25) of the parents said they never had to push or coax their children to go to school and only 2 (7%) said they always did.

The responses to the question of how much the parents knew about Webber this year compared to what they knew last year were fairly evenly distributed. 14% (4) said they knew much more, 20% (6) said they knew some more, 24% (7) replied that they knew about the same, 14% (4) knew either a little or much less and 27% (8) had no opinion. Consider -- five families have enrolled since fall of 1974.

Regarding the education of their children, 93% (27) of the parents rated it either excellent (18) or good (9), with the 2 (7%) ratings of "fair" being the lowest.

55% (16) of the parents felt the staff was doing either an excellent (11) or good (5) job as far as discipline was concerned. 17% (5) felt a fair or poor job was being done and 27% (8) had no opinion. A frequent comment accompanying a response of "no opinion" had to do with the fact that these parents' children were not behavior problems, so they really had no idea about discipline procedures at Webber.

In response to the question, "How well is Webber teaching what your child needs?", 65% (19) parents said, "Very well"; 24% (7) said, "Well"; and the remaining 10% (3) said, "Fairly."

Nineteen (65%) parents reported that their children speak enthusiastically about school. An "other" category had to be added to account for responses like "sometimes" and "she/he seems to like it." These, however, only include 10% (3) of the responses. Another 10% of the parents said their children don't talk about school and 2 (7%) parents said their children dislike school.

The parents then rated the teaching according to subject.

Seventy-two percent (21) said the teaching of reading was very good, 17% (5) said it was average, and 7% (2) had no opinion. One parent replied that for two of her three children, it was very good; but for the other one, it was very poor. She later said that the child for whom the school was not doing a very good job had a learning handicap and was being forced to be an average child - this is a source of great frustration for the child and the parents.

Sixty-nine per cent (20) of the parents rated the teaching in math as being very good, and 27% (8) said it was average.

When rating the teaching of science, 7 (24%) parents had no opinion or did not know whether their children were taking science. The other 76% (22) said it was either very good (15) or average (7).

The response to the teaching of music is interesting. Twenty-three (79%) parents said it was either very good (14) or average (9) while 5 (17%) had no opinion. One respondent spoke at great length, however, about the "total lack" of music education at Webber and the "horrifying" fact that the so-called music program was being discontinued entirely in the fall of 1975. Such a strong and seemingly well-informed opinion seemed worthy of note.

The teaching of P.E. was judged to be very good by 14 (48%) parents, average by 9 (31%) and poor by 2 (7%). 14% (4) of the parents had no opinion.

The response to the instruction in the use of the library was quite enthusiastic with 25 (86%) parents rating it as very good and better.

In response to the question of supervision on the playground, answers ranged from "Absolutely not enough!" to "Yes, indeed, too much." 15 (52%) parents felt the supervision was adequate, 8 (28%) felt it was not, and 6 (20%) did not know - some again adding that their children were not involved in any trouble on the playground, so they had no information as to what the difficulties might be.

When asked if their children felt they could do the work assigned to them, 27 (93%) parents replied in the affirmative.

All respondents had an opinion about the report cards used by Webber. Eighteen (62%) feel they are very good, 8 (28%) feel they are average and 3 (10%) feel they are poor. The idea of meeting with the teachers for conferences appeals to most of the parents.

Only 3 (10%) of the parents felt they weren't getting enough information about the school while the remaining 26 (90%) felt otherwise. One respondent, however, replied that: "Yes, they send a good deal of biased information home." The chief sources of information seem to be the children, notes from school, the teachers and the monthly newsletter. Neighbors and PTA meetings are mentioned much less frequently.

The response given most frequently (11 times) to the question "What one thing would you change about Webber" was - "Nothing." The next most frequent responses were to keep it opened (5) and to have more supervision on the playground (3). A long list of other changes which were only referred to once followed.

What is most appreciated and valued is the new program, specifically the small class sizes and the attitudes of the teachers which consequently apparently result in the feeling of a very close group of people working for individualized, personalized education for the children. One parent said, "Emotionally, the kids are getting an exceptional education." This seems to be the prevailing attitude of the parents of Webber School.

VII

WEBBER TEACHER PERCEPTIONS

This section contains the items presented in the order listed:

a. copy of questionnaire completed by each teacher in April, 1975, Part I and II.
b. table providing the responses made by teachers on the closed response sections
c. complete reproduction of teacher comments for all open questions

The number in parenthesis after each question in Part I of the questionnaire indicate the number of the identical questions used in the Webber 1973-74 Evaluation Report. In comparing the responses for these questions with those given the previous year there were no questions that received composite responses that were significantly different.

The responses to statements dealing with communications between units #4, and appropriate inservice #11, indicated that most teachers felt that these areas were not yet implemented.

Consistently high levels of implementation were perceived in the areas of heterogeneous grouping #2, role specialization and division of labor #14, substitute teachers #16, teacher decisions consistent with unit operation #21, children placed in proper learning modes #25, care of less mature children #26, smooth operation of lunchroom #28. All of these basic program components were rated above 4.5.

Responses to Part II are for the most part self explanatory. The sincerity of these responses is perhaps best established by the willingness of teachers to describe weaknesses in the small class size even though they strongly endorsed this concept as the major component of the reorganized program.

WEBBER TEACHER PERCEPTIONS OF THE SUCCESS AND PRIORITY
OF NEEDS RELATED TO THE REORGANIZATION OF
THE SCHOOL IMPLEMENTED IN SEPTEMBER 1973

(Revised 3/75)
Part I

Please respond to the following statements indicating your personal observation regarding the degree to which each has been successfully accomplished. Use the following scale for your response:

5 = Completely accomplished
4 = Partially completed - adequate for this time in the year
3 = Started, but not as far along as I feel it should be
2 = Not yet started, but planned to begin
1 = Not much hope of being accomplished this year
0 = No longer appropriate - dropped from the program
? = Don't have information to make a judgment

	DEGREE OF COMPLETION
1. You as a teacher assuming responsibility for establishing an on-going personal relationship with each of the children assigned to you. (2)	5 4 3 2 1 0 ?
2. Heterogeneous grouping in each classroom by race, sex, special and non-special education pupils. (3)	5 4 3 2 1 0 ?
3. The time from 2:00 - 3:00 p.m. being used for common planning and consulting by all teachers within units and as a total faculty. (4)	5 4 3 2 1 0 ?
4. Adequate communication taking place between units.	5 4 3 2 1 0 ?
5. You as teacher feeling that the management of student behavior is appropriate in your classroom.	5 4 3 2 1 0 ?
6. Teachers in your unit feeling that management of behavior (discipline) is appropriate.	5 4 3 2 1 0 ?
7. You as a teacher feeling that the management of behavior (discipline) is adequate generally in the building.	5 4 3 2 1 0 ?
8. Adequate and appropriate playground supervision for the children in your unit.	5 4 3 2 1 0 ?

9. Special education integrated sufficiently so that children no longer suffer from the stigma associated with labeling and isolation. (6) 5 4 3 2 1 0 ?

10. Programs which take into consideration the various learning styles of children. (7) 5 4 3 2 1 0 ?

11. Inservice training for all certified personnel in techniques and skills designed to improve inter-personal relationships. (8) 5 4 3 2 1 0 ?

12. You as a teacher with sufficient time to plan, consult and evaluate unit activities. (14) 5 4 3 2 1 0 ?

13. You as a teacher in your unit making decisions regarding the use of time, space, materials and staff. (15) 5 4 3 2 1 0 ?

14. Teachers practicing role specialization and a division of labor when planning for student's learning programs. (16) 5 4 3 2 1 0 ?

15. Adequate budgeting system to distribute available funds to teachers. 5 4 3 2 1 0 ?

16. Substitute teachers used as needed. 5 4 3 2 1 0 ?

17. A decision making model serving the needs of the reorganized school. 5 4 3 2 1 0 ?

18. Adequate provision for teaching basic academic areas (reading and math) in your unit. 5 4 3 2 1 0 ?

19. Broad goals established by each unit for the children they serve. (17) 5 4 3 2 1 0 ?

20. Appropriate curricular materials selected with the unit's operation. (18) 5 4 3 2 1 0 ?

21. Individual teacher decisions consistent with the unit's operation. (19) 5 4 3 2 1 0 ?

22. You as a teacher working with other teachers to guide individual children toward being responsible for their own learning. (20) 5 4 3 2 1 0 ?

23. You as a teacher guiding individual children toward being more responsible for their own learning. 5 4 3 2 1 0 ?

24. A school curriculum designed to achieve growth and improvement in the basic skills. (22) 5 4 3 2 1 0 ?

25. Children placed in varying time spans depending on their needs and the work at hand representing one of four basic learning modes. (These being independent, one to one, small group and large group.) (23) 5 4 3 2 1 0 ?

26. You as a teacher utilizing short-term assignments for less mature children. (26) 5 4 3 2 1 0 ?

27. You as a teacher helping children to feel better about their own worth. (27) 5 4 3 2 1 0 ?

28. Procedures which provide for smooth operation of the lunch program. (32) 5 4 3 2 1 0 ?

29. Evidence that individual goals and objectives have been set for each special education child in your unit. (34) 5 4 3 2 1 0 ?

30. You as a teacher knowing each child in your unit adequately to assess his needs. (35) 5 4 3 2 1 0 ?

PART II

The following questions are provided to get your general feelings regarding the Webber program and also to find what you feel the greatest needs are for continued development and improvement.

1. List (briefly) the (2) greatest advantages to small class size.
   a)

   b)

2. List the (2) greatest disadvantages to small class size (think hard - there must be some).
   a)

   b)

3. Do you feel parent-teacher involvement has improved in the past year? (Please state why you feel it has or has not improved.)

If answering space is too limited, use reverse side of sheet.

4. What do you like best about the Webber program? (2)

5. What do you dislike most about the program? (3)

6. Which area is in the greatest need for revision or improvement? This may be the same as your response for #5 above, but not necessarily so. What suggestions do you have to improve that situation? (4)

7. How much progress was made in overall maintenance of Webber School in 1974-75? (Maintenance referring to janitorial services)

A lot Some A little None

8. How much progress was made academically by your students during 1974-75 school year?

A lot Some A little None

9. How much progress was made in child/teacher interaction during 1974-75?

A lot Some A little None

10. How much progress was made in the children's relationship to each other? Do children get along better with each other?

A lot Some A little None

11. How much progress was made in teacher/teacher relationships in 1974-75?

A lot Some A little None

12. How much progress was made in formulating building curriculum in 1974-75?

A lot Some A little None

Table 25

WEBBER TEACHER PERCEPTIONS OF THE SUCCESS AND PRIORITY OF NEEDS RELATED TO THE REORGANIZATION OF THE SCHOOL IMPLEMENTED IN SEPTEMBER 1973

(Revised 3/75)

Question No.	5	4	3	2	1	0	?	Aver.	Ques. No.
1	12	6	2					4.50	1
2	16	3						4.84	2
3	10	5	4		1			4.15	3
4		4	11	1	1	1	2	2.60	4
5	12	6	2					4.50	5
6	8	10				2		4.00	6
7	3	14	2			1		3.85	7
8	7	8	3		1	1		3.85	8
9	11	7	1			1		4.30	9
10	10	9	1					4.45	10
11		6	6	1	3	1	3	2.35	11
12	4	7	7	1	1			3.60	12
13	14	4				2		4.30	13
14	13	5	2					4.55	14
15	13	5	1			1		4.40	15
16	18	1				1		4.70	16
17	11	7	2					4.45	17
18	12	7				1		4.40	18
19	9	7	2			1		4.16	19
20	8	11				1		4.20	20
21	11	9						4.55	21
22	10	8	2					4.40	22
23	8	11	1					4.35	23
24	12	7		1				4.00	24
25	11	8			1			4.70	25
26	14	6						4.70	26
27	11	8			1			4.40	27
28	18		1				1	4.65	28
29	11	6	1				2	4.10	29
30	6	11	1		1		1	3.90	30

Question No.	A Lot	Some	A Little	None		
	(3)	(2)	(1)	(0)		
7	18	1			2.95	7
8	12	8			2.60	8
9	13	7			2.00	9
10	10	8	2		2.40	10
11	3	13	1	2	1.89	11
12		9	7	3	1.32	12

WEBBER TEACHER PERCEPTIONS OF THE SUCCESS AND PRIORITY
OF NEEDS RELATED TO THE REORGANIZATION OF
THE SCHOOL IMPLEMENTED IN SEPTEMBER 1973

PART II

1. List (briefly) the (2) greatest advantages to small class size.

Individual attention (help - guidance).
Individual importance.

Much easier to meet educational and classroom management needs.
More opportunity to work with children individually.

More opportunities to interact and help each child, especially the child with severe learning disabilities.
Better overall learning environment (socially, academically, decreasing number of discipline problems, distractions, etc.).

Know and aid each child.
Plan more effectively for individual needs.

Individual plans - for each child are used - work with the student at his level.
Discipline problems are taken care of immediately.

The ability to provide individualized programs that work in the basic skill areas.
The opportunity to know the children well enough to help them like themselves and each other better.

Meet the children's academic needs.
Better personal relationships.

To better individualize instructions.
To work with individuals with great difficulties.

Being able to meet the individual needs of children.
Being able to know each child on a personal level.

I really know all of my children this year and thus feel I can more adequately assess their academic and social needs.
I have more time to spend with individual and small groups of children now that my class size is so much smaller.

Individualized lessons for children in class.
Small class size affords greater opportunity for children's assessment/ diagnostic work-ups, etc. - and restructuring of lessons.

More time for individual help.
Possible to meet more of needs of children.

Being able to zero in on each child's learning problem.
Behavior problems reduced. Children crying for attention are getting it in a more positive way.

Knowing children much better so as to be able to assess their need.
Being able to really attend to those needs.

1. (Continued)

A teacher is able to do diagnostic teaching and really be on top of her class. It allows more time per child and more effective teaching.

Greater potential for individualization.
Greater interaction between teacher and student.

Easier to individualize.
Closer feeling among and between students and teacher.

More individualized instruction -- Teachers have greater knowledge
a. of student's interests, skills, rates and manner of learning, attitudes, backgrounds, emotional maturity and sensitivity
Fewer discipline problems -- Teachers are better able to diagnose causes of misbehavior and they can deal
a. more quickly and effectively with the individuals involved

Gives the teacher a better chance to know each child as an individual with all of his problems and joys (few though they may be for some).

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2. List the (2) greatest disadvantages to small class size (think hard - there must be some).

Dependency of students to teachers - students are very dependent on their teacher to read directions and answer any questions they may have. Children expect their teachers to do the greatest part of the work. It is difficult to teach them to be independent workers.

When other schools look at our program and see only the Is-I, and not anything else.

Stifles diversity that would be evident in a larger classroom.

I think the disadvantage that has become most apparent this year is that the children are more immature and dependent. They also seem to be getting so much individualized attention that it's hard for them to do anything on their own.
There are games in P.E., Math, etc. that really do require more children and I sometimes think the children are not really learning how to operate in large groups.

Children rely too much on the teacher to help them without thinking through the problem themselves. We are aware of this and are trying to guard against it.

Much more work involved to establish and continue individual programs.
More feelings of failure when you don't succeed.

Children may be too dependent on the teacher. The primary children seem much more immature this year than in the past.

Possible lack of children having to cope with realities of fighting for a position in a class or fewer diversities of opinions/reactions.

The only disadvantage I can think of is in areas such as music when the children enjoy the security of a large group of peers.

Seeing more individual problems than you can handle at one time.

Probability of diversity of view lessened.

When more than 2 absent - awkward teaching situation.

Trivial!!
Sometimes not enough kids for physical education games.

When 2 or more are sick, your plans can be ruined for the day.
Sometimes you can get too "emotionally involved" over the children.

Child too dependent on teacher.
Children not exposed to enough different kinds of children.

Because our program is geared primarily to those with "special" learning disorders, the normal, or rather academically average or above average child, I feel, is often time neglected. Is this fair? I feel that it isn't and that something should be done to correct this situation.

Sometimes a group needs more children for good discussion, etc.
Sometimes a child may become an "isolate" simply because the class does not offer a wide enough choice for friends.
Sometimes I believe the relationship between teacher and child may be too close.

Too much dependence on teacher.

---

3. Do you feel parent-teacher involvement has improved in the past year? (Please state why you feel it <u>has</u> or <u>has not</u> improved.)

Continuing at low involvement as evidenced by report card meeting.

No

Yes - definitely. In all cases, whether it was a discipline problem, academic problem(s), etc., <u>all</u> of the parents I have talked to, have been most supportive of myself and the Webber program in general.

Yes: Have had lengthy conference with parents, carnival a hugh success, and more at PTA.

Yes - parents seem to be more interested. I have had more parent input this year. I have tried harder as a teacher to talk to the parents.

Some - more people have attended PTA functions.

Yes - with the carnival/chili supper activity and room mother.

Parent-teacher has not improved. There is a lack of parent involvement in the total program.

Yes - there have been more parent-involved activities dealing with the school.

I feel it has in some instances. Teachers who are willing to make home visits have established good relationships with parents who are often afraid or unwilling to come to school.

N/A

No. Parents (most) have come in for P-T conferences when asked, but I think they feel the school is our territory and decisions should be left up to the staff. This is not to say they are not interested in their children. I don't think they feel adequate or qualified to have more input in school programs.

Yes. Parents realize we are really concerned about their children and we want to help.

Yes. I think they really understand the uniqueness of the program and realize this is the first time "their kids" have received the breaks.

Not really! The only time I saw more involvement was when the question of closing was discussed and report cards brought up. I don't believe we've really done much about parents being involved more consistently throughout the year.

Generally, yes. I think the idea of having a carnival this year improved involvement. I do feel, however, there is still a need for more parent-teacher communication. I personally feel that occasional home visits are an effective means of improving everyone's involvement (teacher, as well as parents).

Yes - there has been a close working relationship during the PTA Carnival and especially working for petitions and presentation of program for the school board.

Yes. I feel parent involvement has improved because the family oriented activities have been well attended this year.

On the whole, it is my observation that more parents are interacting in a positive way with school personnel.

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4. What do you like best about the Webber program?

Class size and lunch program.

The "esprit de corps" of the whole faculty in most areas. However, there is still pettiness between units. (Human natures (?).)

The close student/teacher relationship that has evolved.

The small classrooms enables teachers to use a wider range of instructional strategies and activities. The students of smaller classrooms engage in more experiences involving divergent thinking. Students in our unit go beyond the lesson and deal with predicting outcomes, creative thinking, analyzing, summarizing, abstracting and evaluating.

Time to know children and teachers on a deeper level. Feel more success in Education Program. Knowing each child in my unit and the 15-1.

Class size - It enables me to help those who need help most, a little more, and this is so important. The Webber program is geared to the needs of these children.

The small class size is great because I can better meet my children's needs and I have the opportunity to know each of them very well. The program as is allows this. I am thoroughly pleased, too, with our Early Intervention services this year. We've made much more progress with the children who need special help on a 1-1 basis.

The small class size because it allows me to teach the children and not just "keep up" with them. It makes such a difference. The people who say class size doesn't matter are crazy! I would like to add this: The psychologist and speech teacher have certainly contributed to the program this year and have continuously demonstrated their great competence.

Small class size makes planning for individual needs effective. Children have developed a more positive attitude toward learning. I enjoy the teachers I work with. I find their suggestions and cooperation very helpful.

Small classes - more chance to meet individual needs.

Better able to meet individual needs - knowing the kids better.

The small class size, not because the work is any easier, but we can accomplish so much more with these children. I'm working harder now than I ever had before!

The opportunity to be open and share in the decision making process with a faculty that is very professional and knowledgeable. Everyone seems to pull equally and be genuinely concerned about total involvement in the educational process.

Overall cooperativeness of staff/teachers.

The opportunity to work with children on a one to one basis.

The small class size and the obvious dedication of the teachers toward making the program a success.

I like the team-unit approach to teaching. It really gives a solid approach to teaching the students and relating student needs to others who can help the child.

Small class size, of course, which results in a feeling that I'm really accomplishing something.

---

5. What do you dislike most about the program?

Each unit wants complete autonomy - we still don't have cross unit communication.

Nothing - maybe not enough communication across units.

We have trouble getting things done. Last year it was because we had too much to do all at once. This year it is because we locked into a decision-making process that impedes and nearly precludes progress. While trying to make everybody happy we have, in fact, made a lot of people unhappy because nothing is being accomplished. Faculty meetings are tense. We are hung up on adhering to a decision-making model that was supposed to facilitate things. The meetings are no longer long enough to accomplish our business - partly because of procedural hang-ups and partly because almost everyone has to agree to extend meetings beyond 3:00 - and so far we haven't.

Not enough attention given to average and above average children. Stigma attached to Webber and the children as a "Special Ed. School."

It seems like we have too many projects, concerns, meetings, etc. Because of this, there seems to be a lack of decisive action. As a faculty, we should regroup our priorities and then have ACTION on all matters.

The amount of time I feel compelled to spend at school in order to adequately meet the individual needs of all my students.

The fact that teachers do not have enough time for planning (classroom).

I really cannot think of any great thing I dislike - need more time, etc., but that is so petty. I dislike things I can't change or there is no hope of change.

Playground situation. I would be willing to meet with the supervisors at the beginning of the year to discuss problems and make suggestions as to handling children on the playground.

Scheduling for the young kids, meetings, and not enough time to plan. The lack of communication between the 3 units. I'm speaking of a "schoolwide" lack of communication between units.

Communication problem, not an individual unit situation.

Threats of its cancellation. Report card needs revision.

The solation of units and the fact that we're operating three different schools here with three different philosophies of teaching (particularly reading!).

I honestly feel that one member of our special services team isn't holding their weight in assisting teachers with their student's special needs. I would like to see positive improvements in the area of teacher/parent communication by members of our special services team.

The demands this program places on teachers is fantastic. It is very difficult to be away for illness, etc., because it is hard to inform subs exactly what to teach. A great deal of time is required to write out detailed lesson plans.

Better left unsaid! (Lack of communication between units and lack of any positive leadership.)

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6. Which area is in the greatest need for revision or improvement? This may be the same as your response for #5 above, but not necessarily so. What suggestions do you have to improve that situation?

Faster service in "staffing" children with major psychological problems to get adequate help for them because there are too many in the school environment. They infringe on the "right to learn" of the other students.

The greatest need for revision lies in our method of reporting to parents. Our report cards are very outdated and inadequate.

I often get annoyed with so many meetings, but think things are improving and I'm glad we've come up with a decision-making model.

#5. As for improvement, I don't know. People are generally unwilling to meet more than we do now.

Report cards - I would be pleased to see a subject matter grade and an effort grade. Also I agree with the suggestion of a more positively worded check list on report card.

More unity in overall program, more consistency from one unit to another.

Too little time in a day. Extend the day.....

In some respects I see the emphasis in each unit working against each other. K-2 Unit seems to emphasize the social aspect, 5-6 the Basic Skills and 3-4 is somewhere in between. I think 3-4 would like to emphasize the Basics but it has been difficult when children coming into third grade are more socially oriented than academically oriented. I have not been able to decide if this is because of the type of child (being more immature) or the overall "mothering" program of the K-2.

I suggest that some meetings are cut down.

I think the most pressing need is to develop intra unit communication. In order for Webber to become a <u>total</u> program, we need <u>total</u> communication.

We need to get going on <u>curriculum</u> in science, social studies, language and perhaps physical education and music. This means meetings, whether anyone likes it or not. Release time might help to get us started.

More understanding of teachers as being human.

We still need more communication between the Units. We are working away from the "We" and "They" attitude. But, defenses are still there to a certain extent. I feel an teacher exchange day within the school might be an eye opener. Some thoughts:

1. The curriculum still needs evaluation and refinement.
2. We need to evaluate the reading program desperately - Ginn is inadequate for 50-60% of our children - probably more.
3. Our evaluation needs to be done sooner this year so we can plan next year's program before school is out.
4. We need to go to other buildings or have other teachers in to really "see" our program.
5. Keep preaching the good of the program so Webber and the program will continue.

The lack of communication. Each member of the faculty here is extremely talented. There are ideas to be shared amongst us - aren't there? Why can't we do something about that? By simply "opening up" to one another - ok?!

Curriculum evaluation and development should continue. Cross-unit communication should improve. Teachers are not always as supportive of one another as they could be.

No. 5 - Nothing - maybe not enough communication across units.

Cross unit exchange might be helpful - maybe some teachers should change units (teach another grade in another unit).